

DOCUMENT RESUME

ED 258 671

JC 850 386

TITLE Springfield Technical Community College Five-Year Plan Update, 1984-85.
INSTITUTION Springfield Technical Community Coll., MA.
PUB DATE 15 Jun 85
NOTE 287p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC12 Plus Postage.
DESCRIPTORS Academic Education; *Affirmative Action; Community Colleges; Developmental Studies Programs; Educational Facilities; Educational Finance; Educational Quality; Governance; Minority Groups; Nontraditional Students; *Participative Decision Making; Program Evaluation; *School Community Relationship; *School Holding Power; Student Recruitment; Two Year Colleges

ABSTRACT

A summary is provided of the progress of Springfield Technical Community College (STCC) in meeting the major objectives of its 5-year plan. Chapter I focuses on academic affairs, providing an evaluation and review of academic programs; an examination of program and curriculum development activities; an analysis of curriculum/program development in terms of financial resources; and an overview of enrollment trends. In chapter II, programs and activities to enhance recruitment and retention of minority and nontraditional students are described, including general and developmental studies programs, developmental English and mathematics programs, the tutorial assistance program, academic advising system, counseling programs, and special student retention activities. Chapter III focuses on STCC's involvement with the community, covering the public school curriculum review project, community services, affirmative action, admission/public relations, and the Center for Business/Industry Development. Chapter IV provides information on campus facilities and services, including library and student services, physical facilities, and the management information system. Finally, chapter V reviews the college's shared governance/campus self-study and presents the president's response to the policy recommendations of the Task Force on Excellence. (AYC)

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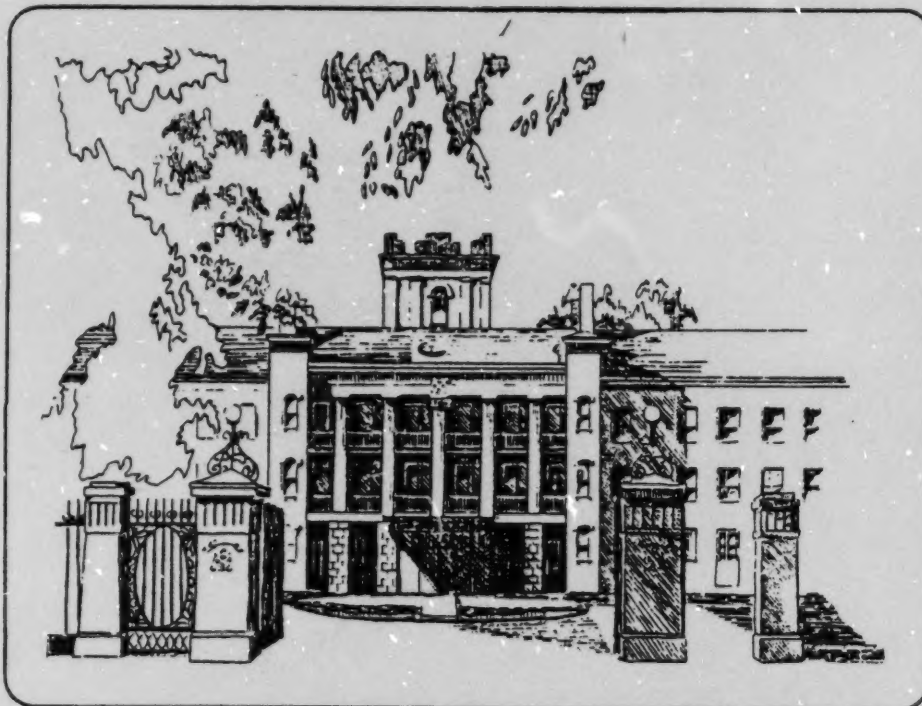
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SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

Five-Year Plan UPDATE

1984-85

ED258671

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Introduction: Statement of Purpose

This 1985 Campus Plan Update has been prepared pursuant to Guidelines established by the Board of Regents, Office of Planning and Program Development. It summarizes our institution's progress in meeting major objectives identified in our Five-year Plan. This Report addresses all of the items required for Section I; Section II, the Five-Year Enrollment Plan, will be submitted as required by November 1, 1985.

The reader is referred to the Five-Year Plan and the 1984 Campus Plan Update for further discussion of all concepts addressed in the Report.

Office of Academic Affairs

June 15, 1985

Chapter I
Academic Affairs

Chapter I - Academic Affairs

Section 1 Evaluation and Review of Academic Programs

The Long-Range Plan Phase I, adopted by the Board of Regents on June 22, 1982, established the requirement for institutions to initiate a program review process utilizing the principle of cyclical external (out-of-state) evaluation with general guidelines for the Regents to provide necessary oversight. As stated in the Plan, "primary responsibility for the review of academic programs is delegated to the institutions and should be carried out in a format compatible with existing institutional academic planning mechanisms and within Regents' guidelines. The Regents' Long-Range Plan Phase I, also provided for system-wide reviews which are one-time reviews undertaken as a result of the identification of system-wide program issues.

The major purpose of these program reviews is to maintain and strengthen the quality of academic offerings on the campuses throughout Massachusetts. The review process at STCC is closely linked with academic master planning and resource allocation procedures. Since their implementation, these program reviews have provided valuable information necessary for making informed decisions concerning program development. The Regents' review process has stimulated this campus to broaden and refine existing self-study techniques for the good of the College. Incorporating the program evaluation into the planning process has resulted in a clearer set of goals and strategies to meet those goals. The underlying assumptions of the review process are virtually the same for the accreditation process.

At Springfield Technical Community College, both review and accreditation reports are comprehensive in breadth and scope. Multiple criteria are used to review programs and these include examination of the program goals, the relation

of these program goals to the institutional mission, the effective use of resources, the context in which the activities of the program take place, and the degree to which the program attains its goals. During each review or accreditation thus far, the respective departments have collected and collated a considerable amount of qualitative and quantitative data. STCC fully subscribes to the major assumptions set forth by the Board of Regents:

- A. Program review is an essential part of the academic planning process on each campus and should take a form judged by both faculty and administration to be an effective way of integrating the review process with campus planning.
- B. Program review involves the comprehensive and intensive examination of a particular academic program. The review is a judgmental process which uses both quantitative and qualitative data to evaluate the academic program.
- C. Quality cannot be easily defined or simplistically evaluated. The definition emerges from honest professional discourse about the standards that should be applied, student learning accomplished and society's educational preferences.
- D. An important factor influencing the success of program review activities is the credibility of the activity as viewed by faculty. Faculty on each campus must, therefore, have a central role in carrying out the reviews.
- E. It is expected that systematic evaluation will make explicit and in such a form as to expedite decision-making, the assumptions, values and objectives inherent in an academic program and relate these to procedures and accomplishments.

The out-of-state evaluators for each review process discussed in this section were selected according to Board guidelines with the approval of the Chancellor. These evaluators, who were carefully selected, are all noted in their respective fields and had vast experience. Self-study reports were prepared and sent to the evaluator previous to that person's campus visit. After on-campus interviews and observation, STCC received the evaluator's report

and recommendations. In every instance, evaluator visits have resulted in commendations and glowing reports. These reports were studied carefully and responses were prepared and sent to the Board of Regents with the self-study and evaluator's report. The following chart lists the departments which have been reviewed or accredited since 1982. The arrival of evaluators' reports and preparation of responses were not fully complete in time to be included in the previous Five Year Plan Update. Therefore, reviews discussed here cover more than the one-year period typically discussed elsewhere in this document. The evaluator visits of each program generated reports which became an additional source of information for consideration and further planning. The evaluators' comments are summarized in the following pages. Recommendations are clearly listed along with STCC follow-up activities for those recommendations.

Springfield Technical Community College - ACCREDITATION/INSTITUTIONAL & STATEWIDE REVIEWS (beginning Fall 1982)

DEPARTMENT	INSTITUTIONAL REVIEW (Date Completed)	STATEWIDE REVIEW (Date Completed)	EXTERNAL ACCREDITATION (Date Completed)	ACTION BY EXTERNAL AGENCY	ACCREDITING AGENCY
Engineering and Science Transfer	6/83	6/84			
Electronics	8/83				
Business/Data Processing	8/83				
Secretarial Science	8/83				
Dental Hygiene	6/84		3/80	Full accreditation (10 yrs.)	American Dental Association
Dental Assisting	6/84		3/80	Full accreditation (10 yrs.)	American Dental Association
Business - Currently being reviewed	--				
Radiology Technology	3/85		1/85	Full accreditation (5 yrs.)	American Medical Assoc., Committee on Allied Health Education & Accreditation
Radiation Therapy	3/85		4/85	Full accreditation (5 yrs.)	American Medical Assoc., Committee on Allied Health Education & Accreditation
Nuclear Medicine	3/85		1/85	Full accreditation (3 yrs.)	American Medical Assoc., Committee on Allied Health Education & Accreditation
Physical Therapist Assisting resurveyed for accreditation	3/85 Tables only		12/84	Full accreditation (5 yrs.)	American Physical Therapist Association
Medical Assisting - Currently being resurveyed for accreditation	3/85		9/78	Full accreditation (7 yrs.)	American Assoc. of Medical Assisting
Medical Laboratory Technology	3/85		4/85	Full accreditation (4 yrs.)	American Medical Assoc., Committee on Allied Health Education & Accreditation
Respiratory Therapy - Currently being reviewed	3/85 Tables only		5/82	Full accreditation (5 yrs.)	American Medical Assoc., Committee on Allied Health Education & Accreditation
Surgical Technology	3/85		4/83	Full accreditation (4 yrs.)	American Medical Assoc., Committee on Allied Health Education & Accreditation
Nursing		6/83	4/85		National League of Nursing

Engineering and Science Transfer

Institutional Review 1983

The Engineering and Science Transfer Program recently underwent both Institutional and Statewide Reviews. The Institutional Review of the Engineering and Science Transfer Program recognized the excellence of the administration, faculty, program of study and students. The outside evaluator pointed out many significant strengths, some of which are listed below:

The faculty are one of the definite strengths of the program.

The overall faculty complement in the department together with those in the division who teach engineering courses seems sufficient to take care of the current student demand.

The courses taught in the program are at a level and quality expected in an engineering degree program.

Recruiting and outreach are an important aspect of the program and should be continued, and probably expanded, to ensure that all area high schools and other social agencies are aware of the program and the excellent opportunities it affords.

Some of the technology programs appear to be of very high quality and I suggest that the possibility of obtaining ABET accreditation be explored very thoroughly.

RECOMMENDATION

Recommendation #1: More data accumulated and analyzed for evaluation - especially follow up on alumni.

Recommendation #2: Need for more secretarial assistance.

Recommendation #3: Reduce faculty teaching loads.

ACTION

Data base for student information has been created. information will be compiled and analyzed on an ongoing basis.

Technical assistant recently hired will keep records for the department.

Engineering science faculty had 15 contact hours and 2-4 preparations when Dr. Howard did his evaluation. We have tried to give the Engineering Science faculty 12 contact hours whenever possible. They still have 2-4 preparations.

Recommendation #4: Increase entry level salaries.

With the new contract entry level salaries are much more competitive.

Recommendation #5: Expand recruiting.

Mr. White and Dr. Barocas have begun visiting area high schools and talking with counselors and department heads of math and science as an aid in recruiting.

Recommendation #6: Hire laboratory assistant.

A technical assistant has been hired.

Recommendation #7: Have library subscribe to more engineering periodicals.

Our students can use the Western New England College library whenever they need specialized publications. It is a very adequate library. It would be very expensive for our library to have an extensive list of engineering publications and it would get only minimal use.

Recommendation #8: Carefully and slowly expand more computer science option.

This is being done at the present time and this recommendation will be taken into consideration during future planning.

Recommendation #9: Gradually introduce computer use throughout curriculum.

This is being done at the present time and this recommendation will be taken into consideration during future planning.

Recommendation #10: Obtain more equipment over a reasonable time period.

We have ordered \$20,000 worth of equipment this past year. This has enabled us to get a full complement of IBM personal computers for engineering and science transfer and to outfit our systems laboratory.

The FY86 Budget Request includes funding to equip the microcomputer lab serving the engineering science transfer students and physics students. The computer hardware requested is recommended by the outside evaluation in order to "continue the excellent reputation for transferability to some of the most prestigious colleges and universities. . ."

Engineering and Science Transfer

Statewide Review 1984

In June of 1984, the statewide review of Engineering Programs in the State system was submitted to the Board of Regents. In this report entitled, "Engineering Education in Massachusetts: Current status and Future Directions", Dr. Joseph C. Hogan, the chair of the Review Team, cited STCC as one of two community colleges with Engineering Transfer programs of such quality as should be designated by the Regents as Centers of Excellence. Dr. Hogan credited the College with being "...unique in its origin, offering strong technical and engineering programs over a long period of time".

The Review Team's report complimented our Engineering Transfer students as being very well-qualified based on their pre-college test scores and acceptances by the engineering schools of the Commonwealth. Because of the College's efforts at articulation, many students find easy transfer into many in-state and out-of-state public and private universities such as Rensselaer Polytechnic Institute and the University of Massachusetts. The report also cited the quality of the faculty based on their academic engineering degrees and experience in industry.

Noting the national trend for colleges of engineering to rely more and more on community colleges to provide the first two years of engineering study, Dr. Hogan and the review team made the following recommendation:

Those community colleges with large numbers of engineering transfer students and with suitable resources should offer the engineering courses normally required in the first two years of an engineering program. These must be high quality offerings taught by well-qualified faculty with engineering experience. The laboratories associated with the engineering courses should be well-equipped. All aspects of the education should be at the same quality level as found at accredited engineering schools. Only Northern Essex and Springfield Technical Community College currently can be placed in this category. (Ch. VI; Section 1.2)

However, while commending the quality of these engineering programs, Dr. Hogan pointed out that the institutional self-studies emphasized several special needs of the programs that must be addressed if the overall quality is to be maintained. As a result, the report stressed that Northern Essex and STCC should be particularly encouraged to include these specific requests in their FY'86 budget submissions.

Therefore, to ensure the excellence of our Engineering and Science Transfer program, STCC has requested \$103,000 in the FY86 budget to do the following:

1. Equip a microcomputer laboratory for analysis and acquisition of data in the lab setting.
2. Upgrade existing laboratory equipment.
3. Add three new faculty and a lab technician to the program to maximize the specialized engineering focus offered within the programs.

Electronics Institutional Review 1983

From its inception, one of the primary goals of Springfield Technical Community College has been to provide quality low cost educational opportunities in the Engineering Technologies for people in the geographic area the College serves and to meet the needs of business and industry in the community as a whole. Over the past eighteen years, the Engineering Technologies Division has developed programs in the technologies consonant with the stated mission of the College.

Inherent in the success of the programs offered by the Division has been the ability to monitor scientific and technological developments in the field and to identify current, and projected future market and employment needs of the community. This has meant bringing new programs on line, reducing or phasing out others and updating curriculum in all existing programs. To accomplish this has required a substantial capital outlay, particularly in terms of equipment and a commitment to provide adequate professional development opportunities for the updating and retraining of our current faculty and staff.

The 1983 Institutional Program Review provided many insights into the program. The outside evaluator stated that

"Springfield Technical Community College's electronics programs are exceptional in quality as they address industry and student needs via its electronic technology program cluster of various options." He continued, "The Commonwealth of Massachusetts is indeed receiving full value for their modest expenditures on the electronics cluster programs at Springfield Technical Community College. The high technology era is here and is certainly being met in a creditable way at Springfield Technical Community College. I would rate the output product excellent for this kind of educational institution."

The evaluator goes on to point out the "present areas of concentration as outlined in Chapter 1 of the self-evaluation report reflect a good mix of two-year electronics programs. . . a good deal of planning has gone into the program curricula in the electronics cluster. The present electronics technology program and its associated options of computer maintenance and laser electro-optics technology are diverse enough to warrant their own programs. Also, the 'core' aspect of the first year of these programs is unique in that all of the students are exposed to the same basic courses and test equipment."

Other strengths of the Electronics Program as noted by the outside evaluator are listed below:

The statement of Program objectives as provided in the Academic Review Report is well defined.

The relationship of the programs to the existing unit mission is clear.

The present curricula appear to be well thought out and very comprehensive in nature.

It is obvious that the Electronics Programs are extremely viable and an asset to the Commonwealth. The placement data reflects the high degree of success that the Programs' graduates enjoy.

It appears that there is a good relationship between the programs and outside interests. The fact that various companies come on campus to recruit and return yearly speaks for itself.

Enrollment figures for the Electronics Technology programs are impressive.

The present faculty and staff appear to be a dedicated group that has a strong interest in the students and the success of the various Electronics programs. Their backgrounds and areas of special competencies tend to complement one another quite well.

The curriculum has been kept up-to-date and reflects the State-Of-The-Art very closely.

The faculty appears to be aware of the present State-Of-The-Art and is constantly modifying course coverage and content to reflect the same.

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The outside evaluator pointed out that the following recommendations are based on the assumption that the governing bodies are interested in perpetuating the kind of education relative to today's and tomorrow's Human and Technological needs.

Recommendations

Recommendation #1 The governing bodies have to up-date the current technical faculty salaries to prevent further losses of present faculty.

Recommendation #2 A reduction in work load for for the present departmental faculty should be a prime concern.

Recommendation #3 The financial commitment to the costs of technical equipment in its broadest sense must be addressed annually and come reasonably close to the needs essential to be in step with the State-Of-The-Art advances.

Recommendation #4 Also, facilities for the Electronics Cluster programs are presently too fractionalized and make-do for sound departmental control and servicing of the present volume of students.

Actions

With the new contract, entry-level salaries are much more competitive.

Contact hours have been reduced from 17 hours to 13 hours.

FY85 budget provided equipment for a new lab and additional equipment for existing labs. FY86 budget request reflects this continuing need.

Efforts are being made to upgrade facilities as funding becomes available.

Computer Information Systems/
Data Processing Institutional Review 1983

The Computer Science Curriculum Review evidenced a "robust program whose strength and relevance are not an issue," according to the outside evaluator. "There has clearly been great cooperation and extra effort on the part of both the Computer Science Faculty and the Academic Computer Staff to make the Prime facility work successfully. The overall administrative mechanics involving faculty, support staff and administration appear to be functionally informal and situational. STCC is fortunate to have such a harmonious relationship among these differing constituencies."

The evaluation report contained not only assurances of the validity of this program, but also recommendations for directions and changes to improve this program and ensure its continued relevance.

RECOMMENDATION

Consider a single administrative position responsible for all phases of academic computing.

Course structure needs to be reviewed with a consideration for integrating and increasing the rigor of some courses.

There is a need for a separate and substantial computing facility for academic areas.

ACTION

Director of Academic Computing was hired Summer '83.

The department has reorganized its curriculum, giving students several options.

The existing Academic Computing Advisory Committee of faculty and staff will make recommendations this Spring after a great deal of study regarding the next phase of mainframe computer capabilities at the College.

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Office Systems Department - Program Review 1983

A thorough review, following the Board of Regents' guidelines, was completed in the Spring of 1983. The Office Systems Department conducted a comprehensive internal program analysis and presented this to our out-of-state reviewer, along with our formal report to the Board.

Dr. Anna L. Eckersley-Johnson, Chairwoman of the Business Education Department at Central Connecticut State University, received copies of all reports prior to her on-site visitation. Her visitation consisted of facility tours and conferences with students, faculty and administration. Her report indicated:

"To say that I was impressed with all that has been accomplished is really an understatement. Your Office Systems Department stands out for its pioneering efforts to bring meaningful education in business to your students. You are right 'on target' in your plans for growth and development of this key area of Office Systems.

The enrollment statistics show steady growth and it is noteworthy that 653 A.S. degrees were granted between 1973-1982. The Office Systems Department has as its major thrust the preparation of students with specialized skills for direct entry into the business community. It is fulfilling this role admirably. Students have the advantage of a wide variety of offerings to give general breadth and depth to their education. Impressive is the word to describe the very high percentages of student placement.

Extensive planning is ongoing for expansion of curriculum, facilities, equipment, and personnel. A five-year plan outlines these needs and projects expenditures. The Department has made a successful assimilation of new specialized curricula into program offerings. A dedicated faculty is professionally active in attending association meetings and in advising interested students, e.g., The National Association for Legal Secretaries, International, The Professional Secretaries Association, International, The National Shorthand Reporters Association, The Association of Information Systems Professionals, International, and The Association of Supervision and Curriculum Development.

The physical location of the Office Systems Department in two separate buildings is a distinct disadvantage. Based on an analysis of the existing departmental equipment, it is readily apparent that much of its equipment is worn out and fully depreciated; e.g., typewriters, transcribers, calculators, cassette players, and others. Additional equipment acquisitions

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are also crucial to a program of enhanced instruction. Additional word/ information processing equipment is needed for enhanced instruction. Electronic typewriters are needed. Senior students need this type of training before they enter the job market. Acquisition of needed equipment is outlined in the Department's Five-Year Plan."

RECOMMENDATIONS

There are many key publications which would enrich the STCC Library resources.

It is of the opinion of the out-of-state evaluator that acquiring needed equipment as recommended in the Five-Year Plan is a goal which would greatly enhance the program and its offerings.

Locating the Office Systems department in one building is a sound goal.

ACTIONS

Extensive faculty lending library was started in 1984. Students sign out books, magazines, tapes, etc. for research and general reading.

Fall of 1984, this department received its first Equipment Account funding in years and a Wang PC and software for the Wang US 80 system, in addition to a limited amount of replacement typewriters, calculators, and transcribers. Additional equipment is anticipated when this department moves into the new building, groundbreaking planned for June 1985.

The Office Systems Department has been heavily involved with all stages of initial planning for the new building 15 and will be located in this new structure. Initial equipment estimates for offices and classrooms in this new building for 1987 amount to over \$500,000. This sum includes several offices, 8 classrooms, audio-visual learning center, information processing center, and labs.

Health/Human Services

Institutional Reviews

The Institutional Reviews of Dental Hygiene and Dental Assisting last Spring, recognized the excellence of our administration, faculty, program of study and students. For the 1984-85 academic year, all health programs not surveyed within a year, which have not been subject to professional external accreditation reviews, are subject to institutional review. Respiratory Therapy is in the process of preparing for the institutional review. Other department heads, in collaboration with the Director of Institutional Research, have prepared and forwarded all necessary statistical data to the Board of Regents relative to each individual program.

Dental Hygiene

The Dental Hygiene Institutional Review was done by Cheryl Dorfman, RDH, M.S.* in May 23, 1984. Recommendations and Actions were as follows:

RECOMMENDATION

That the Dental Advisory Committee undertake a detailed study, via a survey which should include, the Dental Hygiene but not be limited to, availability of employment opportunities (including traditional and non-traditional dental hygiene positions), utilization of dental hygienists in regard to functions performed and overall assessment of the STCC dental hygiene graduate from the standpoint of the employer.

That a study be undertaken in relation to graduate placement, via a survey method, with emphasis on demographics, career satisfaction, employment benefits, curriculum assessment, and perceived continuing education needs.

ACTION

A special subcommittee of the Dental Hygiene Advisory Committee was formed to undertake this study. The work is in progress.

Study underway as above.

* Faculty, New Hampshire Community College
Trustee, District #1, American Dental Association

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RECOMMENDATION

That acquisition of in-house video equipment should be made a top budgetary priority to insure full utilization of available instructional materials and eliminate conflicts with the needs of other departments. Additional space should be allocated to the Dental Hygiene Department for storage of such equipment.

That the Dental Radiology course be expanded as soon as possible to include a two-hour lecture and a three-hour laboratory period weekly.

That consideration be given to reducing the number of radiographic requirements by eliminating procedures infrequently utilized in contemporary dental practices. Review of procedures and criteria utilized in the authorization of patient radiographic exposure is recommended, also, to insure that only patients having diagnostic need for radiographs are authorized for exposure.

That replacement of dental lights at each dental operatory station is essential and of immediate need to meet both instructional and patient care needs.

That a priority item for new equipment purchase should be the acquisition of new and additional ultrasonic scaling units.

That top priority be given within the next biennial budgetary period to the acquisition of a panoramic x-ray unit to insure student competence on equipment that is becoming standard in contemporary dental practices.

That installation of a ventilation system in the dental materials laboratory is essential and of immediate need to eliminate an environmentally hazardous situation.

ACTION

A complete VCR has been ordered for the Department. Additional space is not available for the next three years until Building 15 is completed.

Have not had time to evaluate this recommendation. Will do with a curriculum study. At present, have integrated theory/practice not recognized in this recommendation.

Policy has always been only radiographs authorized by Dentist. Have reduced number of radiographs. Policy in existence in clinic manual and in effect prior to visitation. Issue may be that surveyor did not see policy.

Four (4) have been replaced. Thirteen to be replaced over next five (5) years.

Two (2) purchased this year.

Advisory Committee agree that this equipment is not necessary. Technology changing too fast.

Recommendation under consideration by faculty and advisory committee. Have had a maintenance consultation.

RECOMMENDATION

That the acquisition of additional model trimmers be secured as soon as possible to enhance instruction in this important area of dental hygiene practice.

That the dental hygiene faculty examine way of increasing access to blood pressure monitoring equipment. Either through direct purchase of such equipment by students or by the purchase of additional kits by the department.

That the administration and dental hygiene department should begin a program of long-term budgetary planning in regard to dental equipment needs (present and future) for the purpose of establishing a plan for periodic equipment replacement and updating to insure a cost effective and instructionally sound method of maintaining equipment needs.

That a budget be established to provide assistance to dental hygiene faculty wishing to expand their teaching expertise through professional development programs.

That the dental hygiene coordinator's position should be expanded immediately to include an additional one month of summer employment to allow for the performance of the additional duties inherent in the position and provide for adequate time for program evaluation and curriculum change.

That assignment of secretarial personnel to the Dental Hygiene Department be an immediate priority.

That a process be implemented whereby a specific program budget is allocated to the Department of Dental Hygiene as a mechanism for insuring sound program management and improved methods for cost analysis. It is further recommended that the program coordinator be involved in the development of that budget on an annual basis and in a manner consistent with college budget development procedures.

ACTION

One (1) trimmer purchased which brings total to three (3).

Purchased two (2) new units.

Five (5) Year Plan in operation. Appears not to have been understood by evaluator. Budget will reflect future needs.

Contract has provided for professional development funds.

Request in to Vice President/Academic Dean.

Clerk has been assigned but skilled secretarial services still needed. Microprocessor has been purchased and installed.

In effect Fall 1984.

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Summary Statement:

The review of this program, through assimilation of supporting documentation and on-site assessment, yields the analysis that the Dental Hygiene curriculum at Springfield Technical Community College is:

1. meeting the needs of students enrolled through the provision of academically sound courses of instruction which allow those students to perform competitively on licensing examinations.
2. meeting the needs of the dental hygiene employment market in Western Massachusetts through a consistent enrollment and minimal attrition rate, thereby providing an appropriate supply and demand balance.
3. meeting employer demands for dental hygienists with skill sufficient to provide patient care in view of contemporary treatment modalities.
4. meeting the needs of students who wish to expand their careers through further education by providing course work which is recognized for transfer, and further by providing students with the knowledge that expanded career opportunities exists.
5. meeting the future needs of students through the incorporation of self-assessment mechanisms within the curriculum which enhances the assimilation of a life-long commitment to the value of continued learning.
6. meeting the needs of the student requiring remedial types of instruction and/or counseling assistance, thereby expanding the opportunity for attainment of a dental hygiene degree to students who might otherwise experience failure.

The single most outstanding strength of this program is the highly educated and experienced faculty, in both the program and the support curriculum areas, and the dedication and expertise they demonstrate in their professional teaching responsibilities.

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Dental Assisting

The Dental Assisting Institutional Review was done by Brigitte G. Spanberg, R.D.H., M.S.*

The following Commendations were given:

1. The excellent relationship the program has with the local Dental Society and community agencies.
2. The strong support and leadership demonstrated by the Dean of Health and Human Services toward the Dental Assisting Program.
3. The continued enthusiasm and obvious expertise of the Dental Assisting Coordinator and faculty.
4. The very open and supportive relationship with faculty from the English, Social Sciences and Biology Departments.
5. The excellent results Dental Assisting students have achieved on the Dental Assisting National Boards over the last five years.

The recommendations with requisite actions to date were:

RECOMMENDATION	ACTION
1. That the full-time dental assisting faculty member be offered a permanent contract not dependent on grant renewal.	The full time Dental Assisting faculty is currently a full time faculty position.
2. That some part-time secretarial help be made available to the Dental Assisting faculty, perhaps in the form of a medical-secretarial work-study student.	Part-time secretarial help was and is made available through the Division Office. Additional help may be secured through work-study on the requisition of the Department Head. Full time secretarial help is still a need.
3. That the curricula in Dental Materials, Dental Radiology and Dental Anatomy in the Dental Assisting and Dental Hygiene Program be reviewed as to content, and standardized so that Dental Assisting students continuing their education in hygiene need not repeat the same course work, but receive full credit for material covered.	The curricula was reviewed by the Dental Hygiene faculty. Challenge Examinations have been instituted in Dental Materials, Dental Radiology and Dental Anatomy to provide the opportunity for advanced placement.

* Division Director, Dental Auxiliaries
Tunxis Community College

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4. That the current practice of taking radiographs on patients without a dentist's prescription be reviewed, and that a clause be added on the release form stating that the patient has had full-mouth radiographs taken with the past five years.

No patient is seen without prescription from a dentist. In some instances there is need for full mouth in less than (5) years. Prescription covers need.

SUGGESTIONS

ACTIONS

1. That the Speech Communication course which Dental Assisting students take be revised to include a section in Interpersonal Communication Skills which they need for effective relationships in the dental office.

This course was so revised.

2. That better interdepartmental communications with Dental Hygiene be established so that educational resources such as the Auveloper and Dukane Projector, etc., could be shared for the benefit of the students.

Joint meeting held to provide for same. No complaints were indicated.

3. That Dental Assisting students be encouraged to experience a rotation through the Dental Hygiene Clinic where they could assist the dental Hygiene student in charting, taking vital signs and medical/dental histories, in suctioning during scaling and fluoride applications and where they could practice giving plaque control instructions to patients in a supervised environment.

Dental Hygiene Clinic opened to Dental Assisting Faculty to plan for implementation of this recommendation.

4. That the Dental Assisting faculty develop some method of granting credit by examination in Dental Assisting subjects for dental assistants working in the community who would like to return to school for formal and instructions. This might be a viable prospective student pool in the future because of changes in dental legislation.

No requests to date. However, faculty will work on challenge examinations.

5. That the amount of credit hours per semester required to be carried by Dental Assisting students be reviewed and possibly be reduced to a more manageable number. This might then reduce the high attrition rate in the program.

Two (2) credit reduction. Plan to become two (2) year program is A.S. in Clinical Health Science degree granting right is granted.

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6. That the present structure of faculty offices be reviewed to allow Dental Assisting Program Coordinator a private office for student counseling activities.

Coordinator has private office.

7. That a 5-year projected prioritized equipment budget for Dental Assisting be developed, with a firm yearly commitment for purchases. Highest on the priority list for purchase are 4 dental units, 2 sets of specialty instruments, one film strip projector, and 2 Dexter manikins.

Prioritized budget has been developed.

CONCLUSION:

The Dental Assisting program at STCC is a well-structured program with a strong curriculum, good administrative support, and very dedicated faculty. It serves an identified need in the community both for students and for employers. It certainly deserves continued support so that it may grow and attain its full potential.

DIVISION OF NURSING
National League of Nursing Accreditation
Statewide Review

The Division of Nursing completed Self-Studies in 1984 for both National League of Nursing Accreditation and the Regents mandated Statewide review. Both of these reports have previously been forwarded to the Board of Regents. Full eight-year National League of Nursing Accreditation was granted January 23, 1985. The evaluators' report to the accrediting office cited Springfield Technical Community College's nursing program for the following positive aspects:

1. Outstanding performance on State Board Test Pool Examinations (NCLEX exams).
2. Strong administrative support for nursing program.
3. Strong community support as evidenced by the Board of Regents.
4. Respect and support for program expressed by nursing service personnel, alumni, and students.
5. Good relationships between students and faculty.
6. Positive interpersonal relationship between nursing faculty and general education faculty and support services personnel.
7. An articulate student body which clearly demonstrates an esprit de corps and commitment to maintaining the good reputation of the program.

For ongoing improvement of the nursing program, the National League for Nursing has recommended the following:

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RECOMMENDATION

Recommendation #1: Develop and include within the statement of philosophy the faculty's concept of nursing educator.

Recommendation #2: Minutes of faculty meetings should include decisions and actions taken.

Recommendation #3: All faculty must have a master's degree with a major in nursing.

Recommendation #4: Clarify information regarding the computer course as either required or elective course.

Recommendation #5: Write all classroom and clinical objectives in measurable terms.

Recommendation #6: Revise the evaluation tools contain specific criteria for measuring student achievement.

ACTION

This statement of philosophy is currently being developed.

These omissions have been corrected.

This recommendation will be incorporated into planning for the next five years.

This recommendation will be incorporated into planning for the next five years.

This recommendation will be incorporated into planning for the next five years.

This recommendation will be to incorporated into planning for the next five years.

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Health/Human Services
External Accreditation

NUCLEAR MEDICINE - FULL ACCREDITATION BY THE JOINT REVIEW COMMITTEE ON
EDUCATIONAL PROGRAMS IN NUCLEAR MEDICINE TECHNOLOGY - 3 YEARS

Under the Occupational Education Grant for the 1984-1985 fiscal year, a full time Nuclear Medicine Technologist was appointed to our Nuclear Medicine Technology Program. She assumed the responsibility for teaching our technology courses which were previously taught by hospital personnel and indicated as a weakness in our site survey report.

Our program report was filed July 10, 1984. Notice of Mrs. Barones's appointment was forwarded September 26, 1984.

On January 18, 1985, President Scibelli was notified:

Based upon the submission of a satisfactory progress report, the Committee on Allied Health Education and Accreditation (CAHEA), during its meeting on January 16, 1985, voted to award continuing accreditation to the Nuclear Medicine Technology program of Springfield Technical Community College in Springfield, Massachusetts, for a period of three (3) years.

This accreditation decision was made upon the recommendation of the Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRC/NMT), which is sponsored by the American College of Radiology, the American Society for Medical Technology, the American Society of Clinical Pathologists, the American Society of Radiologic Technologists, and the Society of Nuclear Medicine.

This award is made on the condition that the number of students who are enrolled in the program at any time shall not exceed fourteen (14).

The following institutions are recognized as clinical affiliates of the program:

Baystate Medical Center
Mercy Hospital
Holyoke Hospital

Therefore, after a one-year continuing accreditation with qualifications, full Accreditation was reinstated with no other recommendations.

RADIOLOGY TECHNOLOGY

FULL ACCREDITATION BY JOINT REVIEW COMMITTEE OF
ALLIED HEALTH EDUCATION AND ACCREDITATION - FIVE
YEARS

The Radiologic Technology Department was re-surveyed for re-accreditation on October 25 and 26, 1984 by Christine H. Rhoda, R.T. (R), M.ED. in conjunction with the Radiation Therapy team. It was a joint survey. Our answer dated December 18, 1984 indicates our actions relative to the recommendations and suggestions.

On January 31, 1985, President Scibelli was notified that:

The educational program in Radiography sponsored by Springfield Technical Community College was considered at a regular meeting of the Joint Review Committee on January 26, 1985. The Committee voted to recommend ACCREDITATION for a period of 5 years of the program to the Committee on Allied Health Education and Accreditation of the American Medical Association. This recommendation carries an authorization for 44 students, TOTAL CAPACITY, in the 24-month Associate Degree program. This capacity indicates a maximum of 22 students admitted to the first year of the program.

The following clinical education center is recognized for continuing cooperation with the radiography program:

#00772613, Baystate Medical Center, Springfield, MA. - 44 students TOTAL, with no more than 22 being first year.

The Committee requests a progress report by April 1, 1985 addressing the following ESSENTIAL:

IV. Documentation of complete program master plan.

The complete program master plan was developed and forwarded to the Committee.

The achievement of a recommendation for a five (5) year full accreditation was significant achievement after a probationary accreditation for a period of one (1) year which was extended to two (2) years in 1983.

The Committee on Allied Health Education and Accreditation of the American Medical Association voted to award continuing accreditation on April 25, 1985.

RADIATION THERAPY - FULL ACCREDITATION BY JOINT REVIEW COMMITTEE OF ALLIED
HEALTH EDUCATION AND ACCREDITATION - FIVE YEARS

The Radiation Therapy Department was re-surveyed for re-accreditation on October 25 and 26, 1984 by Peter D. Blacker, R.T.T., Hywell Madoc-Jones, PH.D and Mary Reynolds, R.T.T. Notice was received on February 4, 1984 that the Joint Review Committee voted to recommended Accreditation of the program for a period of 5 years to the Committee on Allied Health Education and Accreditation of the American Medical Association. This recommendation carries an authorization for 12 students, TOTAL CAPACITY, in the 24-month Associate Degree program. Recommendations and actions were as follows:

RECOMMENDATION

The program should ensure that the student evaluation instruments are based on the published objectives for clinical education.

The program may wish to consider reorganizing the sequence of courses that places the basic Radiation Therapy Physics coursework after one semester of clinical coursework.

The program must develop a policy that encourages continuing education in Radiation Therapy Technology and ensures ongoing instruction for the faculty in curriculum design and teaching strategies.

ACTION

Revision has been accomplished to ensure direct correspondence between the clinical objectives and evaluation instruments. The revision process was completed during January intersession.

Rather than change the sequence of the courses, a more manageable solution is to expand the orientation process, offering an introduction to treatment planning concepts before students begin clinical rotations. This change is anticipated in the Fall of 1985.

The employment contract of the program director mandates enrollment and matriculation in a Masters Degree program. Release time has been granted for the pursuit of this degree, and tuition waivers are available through an agreement between the state colleges and universities. Provisions have been made for faculty

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Consider establishing a minor affiliation to provide the students with clinical education experiences with simulation equipment.

Students must be provided with the clinical objectives, together with the criteria for successful completion of this segment of the curriculum.

The policies and procedures for the clinical education portion of the program need to be more clearly identified, or published for the 12-month certificate program.

development in the area of educational methodology and curriculum design. A contract has recently been ratified, which ensures minimum grants of \$300 in fiscal year 1985 to individuals with justifiable educational needs.

This issue was raised at the Spring 1984 Advisory Board Meeting and the program director has already initiated contact with hospitals in Hartford, Pittsfield and Worcester.

The "Handbook for the Radiologic Sciences", as well as a Clinical Handbook for Radiation Therapy Technology published by the College, is distributed to all students in September. It is acknowledged that there is a need for improvement in the evaluation process, and the changes described above are underway providing for a move towards greater emphasis on clinical competency in the grading of performance. These changes should improve the objectivity and reliability of the clinical evaluation and dispell any confusion about the criteria for evaluation.

Weaknesses were identified regarding the policies for the 12-month program prior to the site visit, and attempts were made to rectify it. The handbook is being revised for next year, making more specific reference to the requirements for these students.

The following clinical education center is recognized for continuing cooperation with the Radiation Therapy Technology program:

#08220227 - Baystate Medical Center, Springfield, MA - 6 students on-site.

The program recommendation was passed by the Committee on Allied Health and Education on April 25, 1985.

PHYSICAL THERAPY - FULL ACCREDITATION BY THE JOINT REVIEW COMMITTEE ON
EDUCATIONAL PROGRAMS IN PHYSICAL THERAPY - 5 YEARS

The Commission on Accreditation in education of the American Physical Therapy Association voted to continue accreditation to the physical therapist assistant education program at Springfield Technical Community College on December 7, 1984.

The program was held to be in questionable compliance with:
Standard V. Criterion E: There are adequate and accessible
secretarial services.

Action: Response being prepared indicating that the Division Office supplies secretarial services to the department. Additional secretarial needs have been identified to administration. President Scibelli did assign a second secretary this year to the Division Office. However, each accrediting body views each department (health science discipline) a school unto itself and requires adequate secretarial services to the discipline.

A second response is in the process of being developed. This response indicates the adequacy of the secretarial service from the division.

MEDICAL LABORATORY TECHNOLOGY - FULL ACCREDITATION BY THE JOINT REVIEW COMMITTEE
ON EDUCATIONAL PROGRAMS IN MEDICAL LABORATORY
TECHNOLOGY - 2 YEARS

The Committee on Allied Health Education and Accreditation (CAHEA) met on April 24, 1984 and considered the application for continuing accreditation of our Medical Laboratory Technician-Associate Degree program.

The CAHEA accreditation decision, made upon the recommendation of the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), which is sponsored by the American Society of Clinical Pathologists and the American Society for Medical Technology, was that the Medical Laboratory Technician-Associate Degree Program of the Springfield Technical Community College, in Springfield, Massachusetts be awarded continuing Accreditation with Qualification for two (2) years for twelve (12) students per class annually.

A progress report had to be submitted to the NAACLS office no later than November 1, 1984. The report included all collaborative documentation necessary to verify the program's compliance with the following Essentials:

- 1977 Essential 3 Validation of attainment of clinical laboratory skills expected of graduates upon job entry shall be required from graduates and employers.
- and
- 1977 Essential 28 The effectiveness of the educational program must be documented through periodic review of all aspects of the program.

Rationale: There is no ongoing evaluation of the program through graduate and employer follow up studies to validate the attainment of clinical laboratory skills expected of the graduates upon job entry.

- 1977 Essential 8 The educational program must afford the student with a balanced distribution of clinical laboratory material. These resources need not be in one institution but can be the sum of two or more laboratory facilities.

Rationale: Experiences in the clinical affiliates are not equivalent for all students.

1977 Essential 14 There shall be a formal joint meeting of the faculty of the educational institution with the instructors from each clinical facility at least once each academic year for exchange of information, views, and better coordination of the program. Minutes of such meetings shall be kept. Continuing informal interchanges of views between the two groups encouraged.

Rationale: There are no joint meetings of the faculty of the educational institution with all of the clinical instructors from all clinical facilities.

1977 Essential 15 . . . The faculty must have adequate and appropriate training in the area of curriculum design and teaching techniques. A planned program for continuing education, including educational methodology, for institutional faculty and all instructors in the clinical area must be provided.

Rationale: There is no planned program for continuing education including educational methodology for the clinical faculty.

The following institutions were approved as clinical affiliates of the program:

Baystate Medical Center, Springfield, Massachusetts - 4 students
Cooley-Dickinson Hospital, Northampton, Massachusetts - 3 students
Providence Hospital, Holyoke, Massachusetts - 3 students
Harrington Memorial Hospital, Southbridge, Massachusetts - 2 students

The Administrative Assistant for the National Accrediting Agency for Clinical Laboratory Sciences on January 8, 1985 requested an answer to the Review of our Progress Report.

The review indicated that:

Essential 15 This essential is not yet in full compliance. There is documentation of multiple meetings at clinical facilities which were used to discuss the evaluation of students, methods of teaching and evaluating students.

There is no evidence that there is a planned program for Continuing Education including educational methodology for the clinical facility.

Action: Invited all faculty to attend the February 2, 1985, Professional Development program sponsored by the College Public and Private College Cooperative. This will be an Annual event.

Academic Affairs - Section 2 - Program and Curriculum Development

A. Academic Computing Services

STCC's Five Year Plan recognized the increasing need for the College to apply computer technology to a wide variety of its educational program offerings. While Computer Assisted Instruction (CAI) and Computer Managed Instruction (CMI) techniques were planned for the Health, Business and Technologies areas, the primary thrust was in Developmental Math and English. Planning and coordination of this effort are the responsibility of a Director of Academic Computing hired in the summer of 1983.

Over the past year, significant progress has been made in these areas. A broad-based groundwork has been prepared for the integration of CAI/CMI instructional technologies over the next few years. The following outlines the significant developments:

1. Director of Academic Computing

Since the summer of 1983, a Director of Academic Computing has been responsible for purchasing computer hardware, coordinating and managing its distribution and use on campus, assisting faculty in becoming computer literate and developing the CAI/CMI capabilities. He has been assisted by an Academic Computer Advisory Committee established in December, 1983 whose membership is drawn from widely varying segments of the college community. Its purpose is to advise the Director of Academic Computing in coordinating all Academic Computing on campus and, in the future, prioritizing all computer hardware and software use and purchase. Thus far we have made a substantial and necessary commitment to develop an adequate computing capability. In the area of microcomputers, we have installed or have on order

92 IBM personal computers, 12 Apple II C's and 35 printers to support four academic computing labs. Of this total, about 10% of the units were purchased outright. The rest are on installment/purchase or lease/purchase plans extending out for five years. Our total obligation under these plans is just over \$250,000, of which about \$25,000 has already been paid. The rest will be paid into Fiscal Year 1990. We are beginning to use the microcomputers extensively for Computer Assisted Instruction. At present, nine of the IBM PC's are connected via a direct telephone line to UMass/Amherst. On a rental basis, we have access to a vast body of educational software (courseware) called PLATO for our students in many academic disciplines such as Developmental English and Reading, Medical Assisting, and Medical Laboratory Technology.

2. Business Division

The Business Administration Department is expected to be one of the main beneficiaries of our efforts to become "computer-oriented" because of the state-of-the-art in business software, as well as having a faculty eager to use applicable software. One of the major trends in recent years is for business management to do much of its computing work on microcomputers rather than on terminals connected to mainframes or by requesting systems analysis and/or programming support.

a. BASIC - The curriculum for students in the Computer Information Systems/Data Processing Department, one of our larger departments, calls for a course in Advanced BASIC. With the acquisition of the microcomputers and the BASIC language available on them, we are providing a much more powerful and enriching course than ever before. Student response to the course has been excellent.

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b. Productivity tools - These tools include all the software available on microcomputers and intended to make the individual's time more effective. Students in the Business Division, particularly in the Business Department can now develop skills in electronic spreadsheets, graphics and data-bases. These skills, among others, are being used extensively by industry today. Educating our students in these techniques provides them with a necessary skill at graduation, not after. We expect these will be skills that will make them productive sooner as well as more productive when they enter the job market.

We are also using software in some of the accounting courses which allows us to simulate a typical firm. Students create accounts and perform transactions in order to prepare Balance Sheets and Income Statements. This models a realistic environments which these students will enter shortly.

c. Office Systems/Secretarial Sciences - This department is responsible for preparing its students for various secretarial positions in industry. With the acquisitions of microcomputers this year, we have been able to offer those students two semesters of word processing on both minicomputers and microcomputers. They have by commencement time developed such good word processing skills that they can be hired with little or no additional training, depending on the word processor they will be using. When business people are given tours of our microlab, comments made on the capabilities of these students have been received most favorably. There is instant recognition of the need for quality courses in word processing within the Office Systems/Secretarial Science curriculum.

3. Developmental Mathematics

For some years we have used Audio-Tutorial methodology to deliver self-paced mathematics courses in the Developmental Math Center. The emphasis within the

Audio-Tutorial framework has been in remedial math. In a given semester, about 1500 students are registered for these courses. This year we have made an initial allocation of microcomputers to develop computer-driven courseware. It is expected that this development will have progressed sufficiently this year that students can begin to use the courseware in the Fall 1985 semester. With the increased use of computerization in the Center planned for 1985-86, it will be able to significantly better serve our students' needs.

4. Developmental English

We are now using microcomputers connected to the Plato system at UMass/Amherst to enhance the Developmental English curriculum. This area has the potential to expand in one form or other to include about 1000 students.

The Plato system at UMass to which our microcomputers are connected consists of approximately 12,000 hours of educational software (courseware) in many academic disciplines. Within the Development English field, there are close to 500 hours of coursework available. We have created a curriculum of courseware for grammar and reading skills. This linkage accessed by IBM PC's equipped as asynchronous communications adapters and modems will also assist in the completion of a Developmental English Center. This is a major step forward in the overall goal of having a broad-based Computer Assisted Learning Center. Developmental English currently serves the needs of about 40% or 600 of our day students.

To assist the students in the initial stages of using Computer Assisted Instruction (CAI), we have employed a part-time graduate student who is serving an internship at STCC. This individual has ten years of experience in teaching reading at the secondary level and has proven to be a valuable person in the team we have assembled to see that CAI modules are delivered in an effective, timely and

non-threatening manner. Computer Managed Instruction, which further facilitates the teaching learning/process in Developmental English, is discussed in the following section.

5. Health/Human Services

Many of the disciplines within the Health/Human Services Division are taking advantage of the courseware available through the Plato system. They are using it for drill-and-practice, tutoring, quizzes and simulation. Modules such as "How to Analyze Anatomical Terms" or a "Quiz: Roots, Prefixes and Suffixes" are now part of the students' academic regimen.

The other part of such computerized instruction is Computer Managed Instruction (CMI). Whether for Developmental English, which was discussed previously, or for any other discipline, CMI makes the entire pedagogical process of CAI work. Instructors can log into the system at any time and get an update on the individual student's activity or the activity of the group. For example, Attachment 1 shows the activity and present status of the students taking CAI in the Medical Lab Technology Department (almlt group). It presents scores (not applicable in this curriculum) and the lessons completed and started in the following four units:

1. Pathenogenic Amoeba
2. Tissue and Lumen Dwelling Flagellates
3. African Trypanosomiasis
4. American Trypanosomiasis

For the many students taking Medical Terminology, we can also provide status reports as indicated by Attachment 2 (aaterm group).

03/12/85

6

Secondary drill
Quiz. roots, pr
Dictionary and
How to analyze
Quiz. roots, pr
XT for
dents.

Tot.	Av.
------	-----

(*) completed lessons; (-) incomplete lessons;
(+) lessons with no real "end"

6. Engineering and Science Transfer

The computer revolution has broad consequences for all engineering sciences. The Engineering and Science Transfer Department is in the process of revising its curriculum to include computer courses in Basic, Fortran, and Pascal and the initiation of a Computer Graphics course. All engineering courses will require extensive use of the computer in solving homework problems. All laboratories will use the computer in data acquisition and analysis. In addition, the newly-implemented Computer Science Transfer option requires heavy computer utilization. The outside evaluator for the institutional review of the Engineering and Science Transfer program, Dr. G. Michael Howard, commented that the proposed emphasis on increased computer use in STCC's engineering curriculum "seems to reflect a move by some well-known engineering schools to emphasize this aspect of engineering education . . . and is a worthwhile goal and one which is being pursued by all engineering curricula". Therefore, if the program is to continue its reputation for transferability to some of the most prestigious colleges and universities, adequate computer hardware is needed.

Presently, the department has an Apple II+ computer ISAAC Analog to Digital Interface that is being used for data acquisition and analysis in the Materials Science, Systems Analysis, and Measurements and Analysis laboratories. Other more sensitive interfaces are needed so that additional equipment can be accessed by the computer.

The department also has a laboratory with ten fully configured IBM Personal Computers. This laboratory, since it is serving all of the Engineering and Computer Science students, must be expanded to at least 20 units in order to accommodate the growing needs and uses of the students and faculty in the department. This laboratory is also being shared with the Physics Department.

The Physics faculty have been innovators in the use of microcomputers for in-class graphics and computer-generated and scored homework and examinations. These 20 units have been requested by STCC in the Fall '86 budget.

7. Division of Continuing Education

The installation of microcomputers has allowed STCC to reach out to the business community in a way which was heretofore impossible. One of the phenomena of this decade is the emergence of the microcomputer as an affordable tool for middle management. Software such as Lotus 1-2-3 and dBase III provide tools for the effective use of the microcomputers at the middle manager level. The gap that has existed is that middle managers, although eager to master the new hardware and software technology, have not had an effective means of doing so. Reading and applying information in software reference manuals is a poor use of management time. We fill that gap by bringing local management into our microcomputer lab for intensive, application-oriented seminars. We currently are running such seminars for spreadsheet, word processing, and data base software. Response by participants has been excellent. These seminars have helped us to establish ourselves further as an educational resource for the community.

During the summer months, there are periods when utilization of our computers and other facilities is not as great as during the academic year. We have seized on that lull to present "College for Kids." Within that general curriculum, we have offered to young area students (grades 4-8 usually) the opportunity to explore computers. We have offered courses in the Basic Logo programming languages as well as in typing. The students' response has been unequivocally enthusiastic. Late afternoon courses during the fall have been developed as a follow-up to the summer activities.

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8. Computer Literacy

In the Fall of 1984, a new course entitled Computers in Society was introduced. The course has been developed over the past academic year by faculty on a released time professional development grant from the College. The course is unique in that it is inter-disciplinary in nature. The lecture is given by a sociologist; the lab, by a member to the Physics Department.

We anticipate such a course can meet the computer literacy needs of many of our students in a wide variety of disciplines; the nursing student who must become aware and comfortable with computerized patient management techniques, as well as the liberal arts student who wants to be able to react to today's society. Many faculty are also availing themselves of the opportunities presented on an individual basis to become computer literate using the PC's on campus, when available.

9. Mainframe Academic Computer

The greatest need we have in academic computing concerns our present minicomputer. It is one whose technology is dated. Terminals are not user-friendly. Program creation and editing is unacceptably slow.

In the Fall of 1984, the existing Academic Computing Advisory Committee, comprised of faculty and staff from throughout the College, was asked to address the next phase of the development of minicomputer or mainframe computer capabilities at the College. The committee has had presentations by five computer manufacturers. In certain instances, visits were made to other colleges and universities to view operational representative systems and talk with users in those locations.

These activities resulted in the development of preliminary specifications for a new computer system. These specifications were sent out to a number of vendors with

the request that each respond with working proposals prior to final bid specifications being prepared. The specifications are listed below in order of priority:

- a. 150 ports with growth to 250 ports without substantial loss of response time.
- b. 100 text terminals, 10 graphics terminals with supporting software.
- c. The following languages:
Fortran 77, Pascal, Screen Cobol (level 74), RPG II, Assembler, APL, Structured BASIC
- d. Access over the existing phone system to 50 faculty offices (10 concurrent users). This must support the use of IBM and Apple microcomputers as terminals.
- e. Electronic mail.
- f. An authoring system suitable for the development of educational software.
- g. Access to educational software already written.
- h. Word processing with a screen editor.
- i. A database processing system.
- j. Dial-in/out capabilities (10 lines) with auto dial, auto answer, auto band.
- k. Five fully configured three-dimensional CAD/CAM work stations with future expansion to 10 work stations.
- l. Three 600 Lines Per Minute printers.
- m. Training for technical staff in hardware and software.
- n. An IBM operating system to support business training programs (preferably IBM OS)

- o. Support for PLATO.
- p. A.D.G. operating system for continued support of the educational management package (in use in the Physics department since 1979).
The DG operating system is AOS and FORTRAN IV is needed to support this system.
- q. To use some existing hardware such as line printers.
- r. Ability to upload and download files to the generic Personal Computer.
- s. Ability to link CPU to a local area network.
- t. Run under or simulate UNIX.
- u. Support for languages C, ADA.
- v. Support an English language usage editor like EPISTLE.

Summary

There is no field which is changing as rapidly as the computer field. As industry capitalizes on the new technology in hardware and software, it is absolutely necessary that we continue to develop an academic computing capability which is worthy of our students and our College.

B. New Program Development

In order to help ensure the continued relevance of our curricula offerings to the College's philosophy and mission; student and community needs; and state-of-the-art technology, the faculty of the institution are continuously involved in developing new program offerings and in the revision of existing ones. What follows below in this section, is a narrative description of new program activity during the 1984-85 academic year.

Section C will delineate the specific changes effected in existing curricula.

A synopsis of new program development is first presented in tabular form with a narrative explanation following. The "current status" column reflects action taken on those programs projected in the institution's original Five Year Plan and the 1984 Campus Plan Update. The chart also correlates with the College's FY85 and FY86 Budget priorities and subsequent fiscal allocations.

New Program Activity: 1984-85

<u>Division</u>	<u>Program</u>	<u>Current Status *</u>
Health/Human Services	1. A.S., Clinical Health Science	<u>Intent to Plan</u> Filed, 2/85 Implementation Planned for Fall 1986
	2. Cert., Diagnostic Medical Sonography	<u>Intent to Plan</u> Filed, 2/85 Implementation Planned for Fall 1986
	3. A.S., Radiation Therapy	Revised Program in 2nd Year of Operation

Engineering
Technologies

4. Computer Aided Drafting,
Option to A.S. Machine
Design Technology

Not Funded, FY85
Rescheduled
Implementation
Planned for Fall 1985

5. Commercial Arts,
Option to A.S. Graphic Arts

Not Funded, FY85
Implementation
Deferred

6. Microprocessing Technology,
Option to A.S., Electronic
Technology

2nd Year of Program
Implemented

Math/Science/
Engineering

7. Computer Science Transfer
Option to A.S., Engineering
and Science Transfer

2nd Year of Program
Implemented

8. Center for Excellence in
Engineering

Planned Implementa-
tion, Fall, 1985

Continuing
Education

9. Displaced Homemaker Program

Implemented,
Fall, 1984
Currently ongoing

Co-op Education

10. Cooperative Education Program

Implemented,
Fall, 1984
Currently ongoing

* An explanation of the "current status" is provided on the following pages.

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1. Clinical Health Science

In February, 1985, the College filed an Intent to Plan form with the Board of Regents requesting approval for the awarding of an Associate in Science in Clinical Health Science degree. While planning for this program has occurred for the past two academic years, implementation is scheduled for the Fall, 1986 semester, subject to funding being requested in the FY87 Budget. Four degree options are proposed, each following a common core curriculum for the first year, then breaking out into the specialty options in the second year of the program (Addendum A outlines the core curriculum): a) Dental Assisting; b) Cardio-Pulmonary Rehabilitation Therapist; c) Phlebotomy; and d) Diagnostic Medical Sonography.

With the advent of the high technology explosion in the health care delivery system, increased educational preparation is needed by all paraprofessionals. Focus for the future will be on the health and wellness curriculum in which individuals must be prepared for multiple assignments in health care facilities, homes, and holistic centers.

Massachusetts General Law (M.G.L. Chapter 372) has necessitated role changes and/or role interchanges within the health care delivery system. Therefore, our education offerings in the health fields must be for life and living in a society in which birth and dying is returning to the home; focus on the whole person in the promotion of health and medical care is but a part of the total health care plan.

A broader general education must reinforce the paraprofessional technological education for the health fields.

Emerging technological trends with the development of new technological fields necessitates the development of diverse skills in

multiple major fields. Thus, educational programs must be developed to allow for curriculum development in these areas. A basic clinical health science degree offering will allow the student to develop multiple health care/educational skills to meet the changing societal needs.

The Dental Assisting Option will replace the current certificate program in Dental Assisting. By expanding the curriculum to a two-year degree program and common coring it with the other options, we feel the students will be better served academically and professionally and will be better able to enter the current job market.

Over the past decade, the current Dental Assisting program has experienced an increased attrition rate. Faculty have identified the immaturity of the learner as the causative factor. The majority of students recruited to this career specialty are recent high school graduates. At the same time, recent surveys show that the multi-speciality and/or large group dental associates are becoming the current practice among dental professionals. These large group practices require individuals who can interrelate and function effectively in this integrated practice. Thus, the future dental assistant needs the opportunity to develop skills for life and living. This enriched approach to the education of the Dental Assistant will not only better educate them, but should decrease the attrition rate within the program. (See Addendum A1 for second year curricula.)

In recent years, the traditional role of the Respiratory Therapy practitioner has changed dramatically. Use of therapeutic modalities such as IPPB (Intermittent Positive Pressure Breathing), and Incentive Spirometry and Aerosol Therapy has declined dramatically. Respiratory therapists are spending more time involved in critical care areas,

testing and evaluation and cardiopulmonary rehabilitation.

The area of home care and cardiopulmonary rehabilitation has seen a great deal of expansion. There is a greater amount of emphasis being placed on preventative medicine. The recognition that preventative measures help to decrease hospital costs has paved the way for the respiratory therapy practitioners involved in home care.

The number of respiratory therapists involved in home care has grown dramatically in the last four (4) years. Although most therapist involvement is part-time, there also have been full-time positions created. There are approximately eight (8) respiratory therapists in full-time positions coordinating and practicing home care and forty (40) more in part-time positions.

None of these practitioners have had extensive formal training in cardiopulmonary rehabilitation. The implementation of a cardiopulmonary rehabilitation curriculum would greatly enhance the level of patient care delivered and provide employees with formal training access for their companies and institutions. (See Addendum A2 for second year curriculum.)

Phlebotomy, previously an on-the-job-trained occupation, is now a field with national certification. Therefore, preprofessional training is also a necessity. The second year clinical specialty based on education of the person for the health fields will assist the learner to meet the needs of the client and the health fields. (See Addendum A3 for Second Year Curriculum.)

The structure of the professional curriculum in diagnostic medical sonography must be based upon a prerequisite study in the biological sciences, introductory physics and mathematics. It must include didactic

content of appropriate scope and depth, as well as supervised clinical experience of sufficient volume and variety to assure adequate opportunity to acquire needed knowledge and skill. Based on this reality and on the educational background and needs of the learner, we have developed two programs in this specialty.

The Associate in Science in Clinical Health Science degree is necessary for the high school graduate without previous post-secondary education. This learner needs an integrated curriculum embracing prerequisite courses followed by the professional curriculum in diagnostic medical sonography. Such a course of study will normally span a period of 24 months allowing time for professional education, in addition to general academic requirements, which would qualify the student as a candidate for the Associate Degree. (See Addendum A4 for second year curriculum.)

For the individual previously qualified in a clinically-related allied health profession (those with an earned A.S. degree), a professional curriculum of not less than one calendar year with didactic content related to diagnostic sonography conducted within a combination of academic and clinical settings is necessary. Discussion of this certificate program is found below in number 2.

In preparation for the start-up of this program, several new courses have been developed by the Health/Human Services Division and are currently being offered to students in the Allied Health areas this academic year. Of all the courses, the most significant is the three-credit course entitled Positive Living (AA118). This course offers an introduction to the concept of wellness in health care and the discipline of holistic health.

A modular approach to other health offerings has also been

developed, each for one credit towards graduation requirements: e.g., AA111 Human Sexuality: Yesterday, Today and Tomorrow; AA112 Living and Dying: Values and Choices; AA113 Introduction to Health/Human Services; AA116 Principles and Practices of Phlebotomy; AA114 Cardiopulmonary Resuscitation; and BD191 Computers in Health Care. Other modules are being planned for the 1985-86 academic year.

2. Diagnostic Medical Sonography Certificate

This one year curriculum in Diagnostic Medical Sonography is planned for the individual previously qualified in a clinically-related allied health profession. It is a professional curriculum of not less than one calendar year with didactic content related to diagnostic sonography conducted within a combination of academic and clinical settings.

The sonographer is a skilled person qualified by technological education to provide patient services using diagnostic ultrasound under the supervision of a doctor of medicine or osteopathy responsible for the use and interpretation of ultrasound procedures. The sonographer may be involved with the patients of a physician in any medical setting for which the physician is responsible. The sonographer assists the physician in gathering sonographic data necessary to reach diagnostic decisions. Sonography is a highly skilled allied health profession requiring judgement and capability in assisting the delivery of health care as it relates to this modality. The role of the sonographer includes, but is not limited to:

- a) Reviewing and/or recording the pertinent patient history and supporting clinical data to facilitate optimum diagnostic results.

- b. Performing appropriate procedures and obtaining a record of the anatomical, pathological and/or physiological data for interpretation by a physician.
- c. Recording the sonographic data and other pertinent observations made during the procedure for presentation to the interpreting physician.
- d. Exercising discretion and judgement in the performance of sonographic services.

(The proposed certificate curriculum is attached as Addendum B.)

3. Radiation Therapy, A.S.

The Radiation Therapy program, suspended in the academic year 1982-83, was reinstated in 1983-84 and is currently in its second year of renewed operation. The temporary closure was needed to help bring the program back up to accreditation standards. Funding through an Occupational Education grant for the past two years has helped in this process by staffing the program with a qualified Radiation Therapy technologist who serves as a full-time coordinator for the department.

Significant progress in updating and improving the quality of the program has been made in 1984-85. Substantively, this claim is the fact that the program was re-surveyed for re-accreditation in October, 1984 and was recommended for a full five-year accreditation by the Joint Review Committee on Education in Radiologic Technology of the Committee on Allied Health Education and Accreditation of the American Medical Association.

Several changes have been made in the Radiation Therapy curriculum and the Advanced Standing option as shown in the attached (Addendum C/C1) course of study. Most notably, the Radiation Therapy course sequence

(I-IV) has been changed to reflect more accurately what is currently being emphasized: i.e., Radiation Oncology; Clinical Oncology, Dosimetry and Treatment Planning and Radiation Biology. These changes are consistent with similar changes previously made in the curricula of our Radiologic Technology and Nuclear Medicine programs.

At present, there is no requirement on a state or federal level for licensing of graduates at this time in Massachusetts. Several states do have mandatory licensing, and the matter has been approached in the State Legislature. Should licensing become a reality in the state of Massachusetts, the curriculum of STCC currently meets all requirements and is capable of providing additional training to any technologists in need.

4. Computer Aided Drafting Option

Computer Aided Drafting (CAD) and Computer Assisted Machining (CAM) are the new high technology processes that are sweeping the mechanical technology industries. A recent article in the Wall Street Journal indicates that in 1984 over 42% of the drafting work done at General Motors was done on a computer screen compared with 18% just four years ago. Future developments in CAD/CAM technology GM predicts, will yield tremendous savings by reducing the number of physical models that have to be built in order to test out design specifications. What is true of General Motors and other national manufacturers is also true on a smaller level of local industries. A survey recently showed that in the Greater Pioneer Valley, a substantial number of industries are currently using some form of CAD/CAM in their mechanical processes.

To keep pace with these industry trends, many universities with

Mechanical Engineering departments have incorporated CAD/CAM into their curricula. Illustrative of this emphasis is the fact that all of the job postings for mechanical engineering faculty positions listed in a recent edition of the American Society for Engineering Education's Newsletter, wanted experience in CAD/CAM as a requisite.

Currently, STCC offers related programs in Machine Design Technology and Advanced Metals Machining with a one-year certificate program in Drafting and Design. Introduction of CAD/CAM processes would enable the institution to bring these programs up to the state-of-the-art.

To begin this process, the institution has requested funding for FY86 of a new Computer Aided Drafting option to the present Machine Design Technology degree program. \$150,000 was requested to equip a designated laboratory which would include at least one plotter coupled with a single computer and associated software.

With this designated laboratory in place, the Engineering Technologies Division is planning to restructure its mechanical degree programs to allow for common coring in CAD techniques for the first year, with specialization occurring in the second year of the program. An example of this common core approach can be seen in Addendum D. Also, in order to facilitate these curricula revisions, two additional faculty and one laboratory technician with CAD/CAM experience have been requested in the FY86 Budget. With funding assured, these changes can begin to take place in the Fall, 1985 semester.

The use of CAD/CAM encompasses many other degree programs at the College. The Advanced Metals Machining, Graphic Arts, Civil Engineering, Heat/Power/Air Conditioning, Solar Energy, and Landscape/Plant Science Departments have all recognized the need to integrate CAD/CAM into their

respective curricula. There is just as strong a need in the Engineering and Science Transfer programs. Therefore, over a five-year period of time, we plan to introduce CAD/CAM in the above-listed departments as well, thus upgrading most all of the College's engineering and technology programs.

Until recently, no college in New England had a CAD/CAM training program. STCC, in fact, is one of the few colleges in the region that even has a drafting curriculum, the obvious launching point for such a program. However, the University of Massachusetts at Amherst has now introduced CAD/CAM into its introductory level courses in the Mechanical Design areas. Not only does this confirm our contention about CAD/CAM as state-of-the-art, but it will enhance an articulation process at the University for those technology students desiring to transfer.

5. Commercial Arts Option

The original Five Year Plan called for the implementation of a Commercial Art option to the existing Graphic Arts program beginning in the Fall, 1984 semester. The curricula for the program option was developed in 1983-84 utilizing a unique combination of talent in an interdisciplinary effort involving the faculty of both the Graphic Arts Technology and the Fine Arts departments. Funding was requested in the FY85 budget for an upgrading of some existing graphic arts laboratory equipment and the purchase of some additional pieces. Since the requisite funds to equip the laboratory were not provided in the FY85 budget, the College was forced to defer implementation of the option. At present, we are reassessing our curricula priorities for the decade to the 1990's and will decide at a later time, in what manner to proceed with planning in this area of Graphic Arts.

6. Microprocessing Technology Option

In the Fall, 1983, the College implemented a Microprocessing Option to the Electronics Technology program. The program was able to get off the ground with an enrollment of 50 new students due to the fact that not much sophisticated laboratory equipment was needed for the first year's courses of study. (See Addendum E for courses of study.)

However, as was pointed out in the 1984 Campus Plan Update, the major impediment for the success of the program would be the equipping of a designated microprocessing laboratory. Consequently, the institution requested \$45,000 in microprocessing equipment in the FY85 budget which included \$36,000 cut from the FY84 Regent's recommendation for this program. Also requested was an additional faculty member to help staff the program.

Funding was provided and the program has continued successfully in the second year of operation in 1984-85. The microprocessing laboratory has been set up and with in-house training systems developed, is servicing the needs of the students in the program. We are now confident of the viability of the program and feel that few engineering colleges around can compete with the curricula or the state-of-the-art equipment.

7. Computer Science Transfer Option

In the Fall, 1983, the College began accepting students into a new Engineering and Science Transfer option entitled, Computer Science Transfer. Recognizing the growing need for baccalaureate graduates in the field of Computer Science, the program was initially developed in collaboration with Westfield State College. However, the curricula

enables graduates to transfer to almost any four-year program with junior status. (See Addendum F for curricula.)

1984-85 saw the second year of program operation with an enrollment of 25 students. Basic to the success of the second year operation of the program was the acquisition of needed equipment for a designated laboratory. To this end, \$45,000 was requested for laboratory equipment in the FY85 budget which included the \$15,000 cut in the FY84 equipment request when this option was first proposed.

As a result of the funding received in FY85, a Computer Science Transfer laboratory has been established, thus facilitating the continued operation and excellence of the second year of program operation. Ten (10) IBM PC's and 1 Apple are in operation along with appropriate software and other prices of computer hardware. In addition, four more PC's are scheduled for delivery.

With the completion of the first two years of program operation there is little doubt that this option has become an integral part of the Engineering and Science Transfer Department and one of the contributing factors in having the overall program designated by the Board of Regents as a Center for Excellence. This aspect will be discussed in the following segment.

8. Center for Excellence in Engineering

The College proposed the Engineering and Science Transfer program as a Center for Excellence in the FY86 Budget Request and was granted this titular status by the Regents when they made their fiscal recommendations to the Governor. Designation as a Center for Excellence allows the College to request special funding to improve an already superior

program. As a result, we have requested \$60,000 for equipment; one new faculty position and one new Technical Assistant for the Engineering and Science Transfer program.

The Regents' designation of this program as a Center for Excellence compliments a long series of highly laudable program evaluations conducted by external agencies over the past two years. Most notable was the recommendation of Dr. Joseph C. Hogan, the Chair of the Regents state-wide Review Team, which stated that STCC should be particularly encouraged to apply for Center for Excellence funding. He further commented that only STCC and Northern Essex Community College have engineering programs with the same quality of education found at fully accredited, four-year engineering schools.

Such funding will allow our institution to further develop and ensure the academic excellence of our program. To this end, the following academic changes have been researched and proposed:

a) Equip a Microcomputer Laboratory

At present, the only group of engineering students that have ready access to a microcomputer laboratory are those students in the Computer Science Transfer option. Even there, as discussed above in #7, the hardware availability is limited. Given the current consequences of the computer revolution on the engineering sciences. We feel that all students in the program should have greater access to microcomputers. With a current student enrollment of 100 students and a 1985-86 projected enrollment of 135, a new microcomputer laboratory or an expansion of the current Computer Science Transfer lab, is a necessity.

b) Upgrading of Existing Laboratory Equipment

This year, the department began the process of equipping a separate Systems Analysis laboratory. For many years, the department shared the facilities with both the Physics and Electronics Departments with the obvious and resulting scheduling problems. While some equipment has been purchased, more is needed to bring the lab up to state-of-the-art status. In addition, the Laboratory Technician requested will greatly assist in the operation of this and other laboratory aspects of the program, including the microcomputer facility.

c) Computer Assisted Design

As noted in the discussion of our Computer Assisted Drafting program option, (#4) above, CAD has significant implications for all Engineering Science programs. Of particular importance is the area of Computer Graphics. The department has long recognized the need to integrate this aspect into the curricula; however, the computer hardware and applicable software necessary for such a process is expensive. In addition, instructional support personnel are required. Therefore, a large portion of the equipment request is designated for a Computer Graphics lab. It is also anticipated that the faculty person to be hired would have background in CAD/CAM. The achievement of this technical innovation would do much to ensure the academic excellence of the program. (See Addendum G.)

9. Data Entry/Word Processing Certificate Program for Displaced Homemakers

Springfield Technical Community College implemented a 29-credit certificate program in Data Entry/Word Processing during the 1984-85 academic year. This first year of the program's offering enrolled 20 Displaced Homemakers and was funded, in part, via a grant from the Division of Occupational Education and by the STCC Division of Continuing Education.

The curriculum was developed by a joint committee of faculty from the Office Systems, Data Processing, and Accounting Departments and reflects a series of courses which are designed to provide the student with sufficient data entry, clerical and business skills, within 30 weeks of college coursework, to enhance the range of options available to the individual for immediate employment or for transfer into an associate degree program within the Business Division.

The program was initially designed to be offered as a traditional two-semester offering, however, upon implementation in 1984-85, the schedule of courses was modified to be offered during three consecutive modules. This configuration of courses is proving to be a benefit for the education of the Displaced Homemaker population who, because of family commitments, are often overburdened by carrying a full-time academic load of 15 credits.

The Data Entry/Word Processing program is a new offering in 1984-85. Based upon an assessment of placement statistics of summer graduates from this program, plans for continuation of the program within the Business Division will be finalized. (See Addendum H.)

10. COOPERATIVE EDUCATION

The year of 1984 has seen phenomenal growth and the re-establishment of Cooperative Education as an integrated academic program at Springfield Technical Community College. This effort has moved the Co-op Program from a single departmental course offering involving 20 students in the Fall of 1983 toward a comprehensive program serving 68 students in the Fall of 1984.

Cooperative Education was introduced at STCC in 1973. Three years of federal support, through June of 1976, had enabled the program to start at the College, but a change in administration and budgetary conservativeness toward the latter part of the 1970's posed great problems for the developing program. Central direction to the program was terminated in 1977 and the program became fractured into departmental curriculum components. By the Fall of 1983, only one department remained actively involved in cooperative education when new presidential leadership commenced at the College.

In January 1984, the College employed a full-time Director of Cooperative Education, a job developer and a secretary to design and implement a quality Cooperative Education program at STCC. The Director coordinated industry representatives and faculty into the planning process, and developed a long-range plan and objectives for the program with the support of these key constituents.

The Office of Cooperative Education, fully equipped and professionally staffed, has turned the program around. It is rapidly moving toward comprehensiveness with the strong financial and professional commitment made by the new college administration.

Additional resources are required at this time to enable the momentum of growth to continue: Clearly, the career guidance of the students, which has been

a responsibility of the Director, must be expanded by the hiring of a qualified counselor, freeing the Director for administrative direction to coordinate the expansion effort. Additional job developers are necessary to employer outreach, ensuring diversified slots for the expanded program; support of faculty co-op advisors by release time is also crucial to the program in the 1985-86 academic year. The growth plan for cooperative education at STCC can only be accomplished with additional personnel support. Given the commitment made by the College since January 1984, more than \$85,000 in personnel support, office equipment, hardware and software for the Cooperative Education program, grant assistance now becomes imperative to ensuring the program's continued growth. For academic year 1984-85, over 350 applications for the Cooperative Education Program were received. The limits of available resources and personnel have necessarily restricted program growth. With federal support, managed Program expansion will be feasible.

ASSOCIATE IN SCIENCE IN CLINICAL HEALTH SCIENCE DEGREEPROPOSED FIRST YEAR, CORE CURRICULUM

Semester 1		Credits
* MB104 or	Science	3-4
MB132		
LE100	English Composition 1	3
NP100	General Psychology	3
-----	Elective	3-4
-----	Elective	3
		15-17
Semester 2		
*MB204 or	Science	3-4
MB232		
LE200	Composition 2: Intro to Lit.	3
NP109	Human Relations at work	3
BD191	Computers in Health Care	1
AA111/112/113	Health Modules	3
-----	Elective	3-4
		16-18

Proposed Second Year Curriculum

Variable Based on Clinical Major

*Dependent on 2nd Year major. Summer 1 requirement may be met during semester if not in a 24 month required major.

PROPOSED SECOND YEAR CURRICULUMDENTAL ASSISTING OPTION

Semester 3

Credits

AD100	Dental Assisting Tech. 1	3
AD101	Dental Sciences 1	3
AD102	Oral Anatomy	2
AD103	Dental Radiology 1	3
AD104	Dental Materials 1	4
		15

Semester 2

AD200	Dental Assisting Tech. 2	3
AD201	Dental Sciences 2	3
AD202	Dental Records	2
AD203	Dental Radiology 2	1
AD204	Clinical Affiliations	5
AD205	Seminar	1
		15

PROPOSED SECOND YEAR CURRICULUMCARDIO-PULMONARY REHABILITATION OPTION

Semester 3

Credits

AR405	Intro to Cardio Pulmonary Rehabilitation	6
AR406	Pathophysiology of Cardio-Pulmonary Disease	3
AR407	Patient Evaluation and Assessment	4
AA118	Positive Living	3

 16

Semester 4

AR408	Cardio Pulmonary Rehabilitation	7
AR409	General Pharmacology	3
AR301	Intro to Human Disease	3
AA ____	Health Modules	3

 16

SECOND YEAR CURRICULUMPHLEBOTOMY OPTION

Semester 3

Credits

AA101	Medical Terminology	3
AA102	Health Science and the Law	3
BD191	Computers in Health Care	1
-----	Elective	3
AA114	Cardio Pulmonary Resuscitation	1
AA116	Intro. to Phlebotomy	1
AA118	Positive Living	3

15

Semester 4

AA210	Health Science 2	3
AA301	Introduction Human Disease	3
AZ405	Basic Lab Procedures	4
AZ180	Phlebotomy	4

14

PROPOSED SECOND YEAR CURRICULUM
DIAGNOSTIC MEDICAL SONOGRAPHY OPTION

Summer 2		Credits
AS100	Sonography	2
AS101	Practicum	3
Semester 3		
AS200	Sonography 2	3
AS201	Practicum	3
AA101	Medical Terminology	3
AA210	Health Sciences 2	3
AX113	Medical Ethics and the Law	1
MP146	Radiation Protection	1
		14
Interession	Clinical Orientation	0
Semester 4		
AS300	Sonography	4
AS301	Practicum	3
AX411	Radiologic Pathology	1
AX413	Quality Control	3
AX414	Radiation Biology	1
AA118	Positive Living	3
		15
Summer 3		
AS400	Sonography 4 (Practicum)	5

PROPOSED CERTIFICATE CURRICULUMDIAGNOSTIC MEDICAL SONOGRAPHY

Summer 1		Credits
AS100	Sonography	2
AS101	Practicum	3
Semester 1		
AS200	Sonography 2	3
AS201	Practicum	3
AA101	Medical Terminology	3
AA210	Health Sciences 2	3
AX113	Medical Ethics and the Law	1
MP146	Radiation Protection	1
		14
Interession	Clinical Orientation	0
Semester 2		
AS300	Sonography 3	4
AS301	Practicum	3
AX411	Radiologic Pathology	1
AX413	Quality Control	3
AX414	Radiation Biology	1
AA118	Positive Living	3
		15
Summer 2		
AS400	Sonography 4 (Practicum)	5

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
COURSE OF STUDY

RADIATION THERAPY TECHNOLOGY

Department AY

SEMESTER 1		CLASS	LAB	CREDIT
COURSE NO.	COURSE TITLE			
AY 104	INTRO. TO RADIATION ONCOLOGY	3		3
AY 103	PRACTICUM		8	2
AA 101	MEDICAL TERMINOLOGY 1	3		3
AA 210	HEALTH SCIENCE 2	2	2	3
AX 113	MEDICAL ETHICS AND LAW	1		1
MB 132	ANATOMY & PHYSIOLOGY 1	3	2	4
MP 146	RADIATION PROTECTION	1		1
		<u>13</u>	<u>12</u>	<u>17</u>

SEMESTER 2		CLASS	LAB	CREDIT
COURSE NO.	COURSE TITLE			
AY 209	DOSIMETRY AND TREATMENT PLANNING	3	1	3
AY 207	PRACTICUM		12	3
AA 111	HUMAN SEXUALITY	1		1
AA 112	LIVING AND DYING	1		1
AA 113	INTRO TO HEALTH/HUMAN SERVICES	1		1
BD 191	COMPUTERS IN HEALTH CARE	1		1
MB 232	ANATOMY & PHYSIOLOGY 2	3	2	4
		<u>10</u>	<u>15</u>	<u>14</u>

SUMMER 1 (12 Weeks)				
AY 208	PRACTICUM		40	5

SEMESTER 3		CLASS	LAB	CREDIT
COURSE NO.	COURSE TITLE			
AY 301	PRACTICUM		20	5
AY 304	CLINICAL ONCOLOGY 1	3		3
AY 303	RADIOGRAPHIC IMAGING	1		1
LE 100	ENGLISH COMPOSITION 1	3		3
MP 300	RADIOLOGIC PHYSICS 1	3	2	4
		<u>10</u>	<u>22</u>	<u>16</u>

SEMESTER 4		CLASS	LAB	CREDIT
COURSE NO.	COURSE TITLE			
	ELECTIVE: ENGLISH	3		3
AA 114	CARDIO-PULMONARY RESUSCITATION	1	0	0
AY 408	CLINICAL ONCOLOGY 2	2		2
AY 401	PRACTICUM		20	5
MP 400	NUCLEAR PHYSICS 1	3	2	4
AX 414	RADIATION BIOLOGY	1		1
		<u>10</u>	<u>22</u>	<u>15</u>

SUMMER 2 (12 Weeks)				
AY 407	PRACTICUM		40	5

"Upon the successful completion of requirements for this program, the degree of Associate in Science in Radiation Therapy Technology will be awarded"

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
COURSE OF STUDY

RADIATION THERAPY TECHNOLOGY

Department AY

ADVANCED STANDING OPTION

SEMESTER 1		CLASS	LAB	CREDIT
COURSE NO.	COURSE TITLE			
AY 104	INTRO. TO RADIATION ONCOLOGY	3		3
AY 304	CLINICAL ONCOLOGY 1	3		3
AY 303	RADIOGRAPHIC IMAGING (NMT ONLY)	1		1
AY 310	PRACTICUM		25	6
AA 111	HUMAN SEXUALITY	1		1
AA 112	LIVING AND DYING	1		1
AA 113	INTRO. TO HEALTH/HUMAN SERVICES	1		1
		<u>10</u>	<u>25</u>	<u>16</u>

SEMESTER 2		CLASS	LAB	CREDIT
COURSE NO.	COURSE TITLE			
AY 209	DOSIMETRY AND TREATMENT PLANNING	3		3
AY 408	CLINICAL ONCOLOGY 2	2		2
AY 410	PRACTICUM		25	6
AA 114	CARDIOPULMONARY RESUSCITATION	1	0	0
		<u>6</u>	<u>25</u>	<u>11</u>

SUMMER 1 (12 Weeks)			
AY 407	PRACTICUM	40	5

"Upon the successful completion of requirements for this program, the degree of Associate in Science in Radiation Therapy Technology will be awarded"

MECHANICAL TECHNOLOGIES

CAD/CAM REVISION

First Year Common Core:

Drafting and Design Certificate
Machine Design Technology Degree
Computer Aided Drafting Option
Advanced Metals Machining Degree

Semester 1

Drafting and Design I
Engineering Graphics
English Composition
Production Processes
Elective

Semester 2

Drafting and Design II
Introduction to CAD
Technical Report Writing
Mechanics
Design Lab (Drafting and Design only)

Semester 3 (MD)

Strength of Materials
Technical Physics
Drafting and Design III
Design of Machine Elements

Semester 3 (CAD)

Strength of Materials
Technical Physics
Drafting and Design III
Computer Aided Drafting I

Semester 4 (MD)

Drafting and Design IV
Engineering Economy
Elective
Fluid Power
Project Design Lab

Semester 4 (CAD)

Drafting and Design IV
Engineering Economy
Elective
CAD/CAM Applications
Project Design Lab (CAD)

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
COURSE OF STUDY

Addendum E

MICROPROCESSING TECHNOLOGY
OPTION TO ELECTRONIC TECHNOLOGY

Department EP

COURSE NO.	COURSE TITLE	CLASS	LAB	CREDIT
EP 101	INTRO. TO TECHNOLOGY	2		1
ET 100	BASIC ELECTRONICS 1	3		3
ET 115	ELECTRONICS LAB. 1		4	2
ET 120	ELECTRONICS GRAPHICS	1	2	2
LE 100	ENGLISH COMPOSITION 1	3		3
MM 101	MATHEMATICS *	1		1
MM 102	MATHEMATICS *	1		1
MM 103	MATHEMATICS *	1		1
NP 109	HUMAN RELATIONS AT WORK	3		3

15 6 17

SEMESTER 2

COURSE NO.	COURSE TITLE	CLASS	LAB	CREDIT
ED 240	INTRODUCTION TO COMPUTER ORGANIZATION AND PROGRAMMING	2	2	2
ET 210	BASIC ELECTRONICS 2	3		3
ET 215	ELECTRONICS LAB 2		4	2
ET 220	ACTIVE NETWORKS 1	3		3
LE 200	COMPOSITION 2: INTRO TO LITERATURE	3		3
MM 105	MATHEMATICS *	1		1
MM 106	MATHEMATICS *	1		1
MM 107	MATHEMATICS *	1		1
MM 109	MATHEMATICS *	1		1

14 6 17

SEMESTER 3

COURSE NO.	COURSE TITLE	CLASS	LAB	CREDIT
EP 310	MICROCOMPUTER ARCHITECTURE AND LOGIC SYSTEMS	3		3
EP 320	DATA COMMUNICATIONS	3		3
ED 330	MACHINE & ASSEMBLY LANGUAGE PROGRAM.	3		3
ED 350	DIGITAL ELECTRONICS LAB		4	2
ET 310	ACTIVE NETWORKS 2	3		3
LE 202	TECHNICAL REPORT WRITING	3		3

15 4 17

SEMESTER 4

COURSE NO.	COURSE TITLE	CLASS	LAB	CREDIT
EP 410	MICROCOMPUTER LAB		4	2
EP 420	ADVANCED MICROCOMPUTER TOPICS	3		3
EP 430	MICROCOMPUTER INTERFACING	3		3
ED 420	MICROPROCESSOR THEORY	3		3
ET 440	INTEGRATED ELECTRONICS	3		3
MP 119	TECHNICAL PHYSICS	3	3	4

15 7 18

* Note: All Math Courses from MM 104 through MM 109 must be completed and passed by start of September (3rd) third Semester.

"Upon the successful completion of requirements for this program, the degree of Associate in Science in Electronic Technology will be awarded."

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
COURSE OF STUDY

ENGINEERING AND SCIENCE TRANSFER
COMPUTER SCIENCE TRANSFER OPTION

Department MK

SEMESTER 1

COURSE NO.	COURSE TITLE	CLASS	LAB	CREDIT
LE 100	ENGLISH COMPOSITION 1	3		3
MC 103	GENERAL CHEMISTRY 21 OR			
MK 103	INTRO. TO COMPUTER PROGRAMMING	3	3	4
MM 155	CALCULUS 1	6		4
	ELECTIVE: HUMANITIES	3		3
	ELECTIVE: SOCIAL SCIENCE	3		3
		18	3	17

SEMESTER 2

COURSE NO.	COURSE TITLE	CLASS	LAB	CREDIT
LE 200	COMPOSITION 2: INTRO TO LITERATURE	3		3
MC 203	GENERAL CHEMISTRY 22 OR			
MK 203	NON-NUMERICAL PROCESSING	3	3	4
MM 255	CALCULUS 2	6		4
MP 132	UNIVERSITY PHYSICS 1	4	3	5
	ELECTIVE: HUMANITIES OR SOC. SCIENCE	3		3
		19	6	19

SEMESTER 3

COURSE NO.	COURSE TITLE	CLASS	LAB	CREDIT
MK 310	MACHINE AND ASSEMBLY LANGUAGE	3	3	4
MK 320	COMPUTER ORGANIZATION & DIGITAL LOGIC	3		3
MM 355	CALCULUS 3	6		4
MP 232	UNIVERSITY PHYSICS 2 OR			
	ELECTIVE: HUMANITIES	3		3
	ELECTIVE: HUMANITIES OR SOC. SCIENCE	3		3
		18	3	17

SEMESTER 4

COURSE NO.	COURSE TITLE	CLASS	LAB	CREDIT
MK 401	DATA STRUCTURES & ALGORITHMS	3	3	4
MM 345	STATISTICAL ANALYSIS	4		4
MM 439	LINEAR ALGEBRA	3		3
MM 475	DISCRETE STRUCTURE	3		3
	ELECTIVE: HUMANITIES OR SOCIAL SCI.	3		3
		16	3	17

"Upon the successful completion of requirements for this program, the degree of Associate in Science in Engineering and Science Transfer will be awarded."

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
COURSE OF STUDY

ENGINEERING AND SCIENCE TRANSFER
ENGINEERING TRANSFER OPTION

Department ME

SEMESTER 1		CLASS	LAB	CREDIT
COURSE NO.	COURSE TITLE			
ME 103	INTRODUCTION TO ENGINEERING 21	2	3	3
GD 110	PROG. ENGR. GRAPHICS		3	1
LE 100	ENGLISH COMPOSITION 1	3		3
MC 103	GENERAL CHEMISTRY 21	3	3	4
MM 155	CALCULUS 1	6		4
	ELECTIVE: SOCIAL SCIENCE	3		3
		17	9	18
SEMESTER 2		CLASS	LAB	CREDIT
COURSE NO.	COURSE TITLE			
ME 104	INTRO TO ENGINEERING 22 COMPUTER PROG	3		3
LE 200	COMPOSITION 2: INTRO TO LITERATURE	3		3
MC 203	GENERAL CHEMISTRY 22	3	3	4
MM 255	CALCULUS 2	6		4
MP 132	UNIVERSITY PHYSICS 1	4	3	5
		19	6	19
SEMESTER 3		CLASS	LAB	CREDIT
COURSE NO.	COURSE TITLE			
MM 355	CALCULUS 3	6		4
MP 232	UNIVERSITY PHYSICS 2	4	3	5
	ELECTIVE: MATH, SCIENCE or ENGINEERING	3		3
	ELECTIVE: ENGINEERING	3		3
	ELECTIVE: SOCIAL SCIENCE or HUMANITIES	3		3
		19	3	18
SEMESTER 4		CLASS	LAB	CREDIT
COURSE NO.	COURSE TITLE			
MM 455	DIFFERENTIAL EQUATIONS	6		4
MM 421	ENGINEERING MEASUREMENTS/ANAL. OR			
	ELECTIVE: ENGINEERING	3		3
	ELECTIVE: ENGINEERING	3		3
	ELECTIVE: SOCIAL SCIENCE or HUMANITIES	3		3
	ELECTIVE	3		3
		18		16

"Upon the successful completion of requirements for this program, the degree of Associate in Science in Engineering and Science Transfer will be awarded."

Data Entry/Word Processing CertificateModule I

<u>No.</u>	<u>Course Title</u>	<u>Class</u>	<u>Lab</u>	<u>Credits</u>
	Basic Keyboarding Skills	1	--	1
LE 100	English Composition I	3	--	3
MM 130	Business Mathematics	3	--	3
BD 110	Data Entry Concepts	1	--	1
BZ 205	Word Processing Concepts	1	--	1
		<u>9</u>		<u>9</u>

Module II

BP 101	Office Accounting I	3	--	3
BZ 105	Word Processing Editing	3	--	3
BD 111	Data Entry Skills	1	2	2
		<u>7</u>	<u>2</u>	<u>8</u>

Module III *

BZ 200	Keyboard Skill Building	1	--	1
BD 101	Computer Concepts	3	2	4
BZ 305	Word Processing Technology I	1	3	3
NP 109	Human Relations at Work	3	--	3
	Spread Sheets (Lotus)	1	--	1
		<u>9</u>	<u>5</u>	<u>12</u>

* Module III to be funded by STCC Division of Continuing Education from tuition receipts.

C. Program and Curriculum Upgrading

The charts that follow indicate, on a department by department basis, the curricula changes affected during the 1984-85 academic year. Each change was generated by the faculty of the department affected and went through the proscribed procedure for curricula revision at the institution.

In the column headed "Projection/Revision", the term new indicates a change not stipulated in either the original Five Year Plan, or the 1984 Campus Plan Update. The reason for such change is explained under the "Current Status" column. Projected refers to changes that were stipulated in either, or both, of the long range planning documents cited above. Institutional Review Recommendation indicates that such revisions were implemented in direct response to recommendations found in the Institutional Review of the specific program.

Division/Department	Projection/Revision	Current Status
I. Health/Human Services	1. <u>New</u>: Develop a new degree program in Clinical Health Science with start-up projected for Fall, 1986. 2. <u>Projected</u>: Planning and implementation of a degree program in Dietician/Nutrition Technology. 3. <u>Projected</u>: Begin to integrate Computer Assisted Instruction (CAI) into the Health Curriculum.	1. Intent to <u>Plan</u> filed with <u>Regents</u>. Courses in <u>Health/Wellness</u> being developed for implementation in program. (See <u>Section 3 B1</u> for further information.) 2. <u>Planning suspended</u>. Decision based on the limiting of potential placement positions due to MGL Ch. 372; the higher priority placed on development of the Clinical Health Science degree program; the lack of funding to implement vast numbers of new programs in terms of faculty and equipment requirements; and the limiting of clinical opportunities in cooperating agencies for students in the Health programs. 3. Computers in Health Care course is required of all students in the Radiology areas, <u>Medical</u> Assisting and Nursing disciplines. Wider integration into other programs is projected.
IA. Cosmetology	IA. <u>New</u> : Credits in four laboratory practicums reduced.	IA. <u>Implemented</u> . Bring credit hours more in line with the actual amount of lab hours and work required.
IB. Dental Assisting	- IB.1. <u>New</u>: Credits reduced in Dental Sciences course. 2. <u>New</u>: Development of Certificate Review Courses for individuals taking the Dental Assisting National Board Exams. 3. <u>Projected</u>: Computer module added to curriculum. 4. <u>Inst. Rev. Recom.</u>: Curricula in Dental Mat., Dental Radiology, and Dental Anatomy in Dental Assisting and Dental Hygiene programs be reviewed as to content, and standardized so that Dental Assisting students can continue education in Dental Hygiene program. 5. <u>Inst. Rev. Recom.</u>: Investigate the possibility of granting of credit by examination in Dental Asst. subjects for health personnel working in the community.	- IB.1. <u>Implemented</u>. To assist in reducing the overall total of credits required in this certificate program. 2. Three courses developed and introduced. 3. Deferred until additional hardware is funded. 4. Curricula was reviewed. Challenge exams have been instituted to provide opportunity for <u>Advanced Placement</u> in Dental Hygiene program. 5. Some Challenge Exams have been developed (See #4 above). Others will be investigated by Dent. Asst. faculty. However, residency requirements must be complied with in the awarding of a certificate.

Division/Department	Projection/Revision	Current Status
IC. Dental Hygiene	6. Inst. Rev. Recom.: That number of credit hours in program be reviewed and possibly reduced.	6. Review process underway. Two courses have already had credits reduced. Program now has a 40-credit requirement as opposed to a 42-credit one before.
	IC.1. Projected: Continued emphasis on development of post-graduate curricula to support needs of graduate dental hygienists.	IC.1. The Dental Hygiene program through the Division of Continuing Education sponsored 7 courses for graduate dental hygienists during 1984-85. The department also presented dental hygiene instruction to all of the Springfield Headstart programs.
ID. Human Services Associates	2. Inst. Rev. Recom.: Expand AH102 Dental Radiology course to include 2 hour lecture and three hour lab.	2. Review of course in process. Would necessitate an increase in credits for the introductory semester and entire program. Such a charge must be put in the perspective of other charges in program and total credit balance.
	ID.1. Projected: Second year implementation of core curriculum and second year options.	ID.1. --Implemented.
IE. Medical Assistant	2. Projected: Develop competency-based instruction to meet standards established by Council for Standards in Human Service Education.	2. --An educational experience for all departmental students in group dynamics and video instruction was developed for the curriculum. The focus of this experience is on competency-based education as defined by the CSHSE.
	3. New: Increase the practicum experience for Gerontology major.	3. --Supervised practicum in the first semester of the first year expanded to include Gerontology placements.
	4. New: Revise Health Science and the Core requirement.	4. --New 1-credit module introduced in applied Legal Concepts to correspond with a new Basic Legal Concepts module taught by the Business Department.
	IE.1. Projected: CPR modular course developed.	IE.1. --Implemented. Module functions as service to other Health programs (AA114).
	2. Projected: Provide computer literacy for medical assisting students.	2. --Computers in Health Care course added to curriculum.
	3. New: Revise Health Science and the Law Requirement.	3. --New 1-credit module introduced in Applied Legal Concepts to correspond with a new Basic Legal Concepts module taught by the Business Department.
	4. New: Provide background in Pharmacology to Medical Assisting students.	4. --New 3-credit course in Pharmacology (AA 320) introduced into curriculum.
	5. New: Reduce credit load in some practicum courses to more closely reflect actual lab hours.	5. --Implemented. Credits in two practicum courses (AA303; AA402) reduced from 8 credits to 4 credits each.

Division/Department	Projection/Revision	Current Status
IF. Nuclear Medicine Technician	IF.1. <u>New</u>: Add CPR training to curriculum. 2. <u>New</u>: Introduce students to computer literacy. 3. <u>New</u>: Revise practicum experience and credit load.	IF.1. <u>Implemented</u>. (AA114) 2.--Computer Science course specifically geared for NMT discipline introduced into curriculum. 3. <u>Implemented</u>. Two series of summer practicum combined and revised; credits reduced from a total of 15 to 5 for each summer session. This was also done in the corresponding Advanced Standing option.
IG. Physical Therapist Assistant	IG.1. <u>New</u>: Revise supervised clinical experience and credit load. 2. <u>New</u>: Revise Health Science and the Law requirement.	IG.1.--<u>Implemented</u>. Two practicums in fourth semester revised and credits lowered from 9 credits to 6 credits each. 2.--<u>New</u> modular course in Basic Legal Concepts introduced to replace Health Science and the Law.
IH. Radiation Therapy Technology	IH.1. <u>New</u>: Update Radiation Therapy Technology (I-IV) course sequence. 2. <u>New</u>: Add CPR training to program. 3. <u>New</u>: Evaluate number of credits assigned to summer practicums.	IH.1.--<u>A complete revision of the four-course series (AY102; AY204; AY302 and AY404) was undertaken resulting in a new required course series that more closely relates to the clinical needs of Radiation Therapy students. The four new courses are: AY104, Introduction to Radiation Oncology; AY209, Dosimetry and Treatment Planning; AY304 Clinical Oncology 1; and AY 408, Clinical Oncology 2. Changes affect Advanced Standing often as well.</u> 2.--<u>Implemented</u>. In Advanced Standing option also. 3.--<u>Evaluation completed. Summer practicums revised and credits lowered to 5 credits/summer session. This brings the credit load more in line with actual instructional hours expended.</u>
II. Radiologic Technology	II.1. <u>New</u> : Add CPR Training to program.	II. <u>Implemented</u> .
IJ. Respiratory Therapy	IJ. <u>New</u> : Evaluate number of credits assigned to AR212 Respiratory Rehabilitation course.	IJ. <u>Completed</u> . Credits reduced from 7 to 5, bringing the credits more in line with actual hours of instruction performed.
IK. Surgical Technology	IK.1. <u>New</u>: Offer Health Module series to students. 2. <u>New</u>: Introduce students to surgical laser concepts.	IK.1. AA110, Health Science 1, (3 credits) replaced by modular series being introduced to all students in Health programs. 2. <u>New</u> course in Laser Physics (MP321) developed by Physics department and introduced into the curricula.
IL. Nursing	II.1. <u>Projected</u> : Integrate competency-based techniques and CAI into the curriculum.	II.1. <u>CAI incorporated into nursing courses in Fall, 1984. Ten computer units available for students purchased through a Vocational Education grant. Software purchased, including clinical simulations and self-testing programs.</u>

Division/Department	Projection/Revision	Current Status
	2. <u>Projected</u>: CPR course incorporated as an elective for senior nursing students 3. <u>Accreditation Recomm.</u>: Clarify information regarding Computers in Health Care course as either an elective or required course. 4. <u>Accreditation Recomm.</u>: Write all classroom and clinical objectives in measurable terms.	2. Implemented. 3. Review of this recommendation will be undertaken next year. 4.--Recommendation will be incorporated into curriculum planning over next five years.
III. Business		
IIIA. Business Administration	IIIA. <u>Projected</u> : Review possible modification of freshman core curriculum to include courses on the use of micro-computer.	IIIA. Micro lab established in department to facilitate the introduction of CAI into accounting courses and other business areas such as the introduction to Finance course. Curriculum is currently being developed to accomplish this goal.
IIIB. Computer Info Systems/Data Processing	IIIB. <u>Projected</u> : Evaluate curriculum options <u>Implemented</u> in 1984-85.	IIIB. Evaluation in process. Curriculum revisions will be made based on this formative evaluation. Options were instituted in response to Institutional Review recommendations in 1983.
IIIC. Office Systems/Secretarial Science	IIIC. <u>Projected</u> : Implement Cooperative Education opportunities for Office Systems students.	IIIC. In process. Presently, 15 students have been placed in co-op and are having this experience integrated into their course of study. It is anticipated that the number of students enrolling in cooperative education in future years will continue to increase.
IV. Engineering and Science Transfer	IV. <u>Projected</u> : Develop new A.S. degree program in Biological Technician.	IV. Development deferred. (See Section 2.)
IYA. Engineering Transfer Option	IYA. <u>New</u> : Review elective opportunities in curriculum.	IYA. <u>Accomplished</u> . More engineering electives have been specified without harming the general education requirements.
IYB. Computer Science Transfer Option	IYB. <u>Projected</u> : Develop and implement second year operation.	IYB. Completed. (See Section 3; Number 7.)
IVC. Mathematics Option	IVC.1. <u>Projected</u> : Offer Statistics course and <u>Discrete Structure</u> to dept. students.	IVC. <u>Implemented</u> .
	2. <u>Projected</u> : Introduce CAI, CMI to ILC.	C.2. First phase of computerization has begun. Test will depend on allocation of funds for additional equipment.
IVD. Physics Option	IVD.1. <u>Projected</u> : Introduce CAI into aspects of program.	D.1. Microcomputer lab established in Spring, 1985 to facilitate computer literacy and CAI techniques. Wider integration of such techniques into curriculum is under study.

Division/Department	Projection/Revision	Current Status
VIB. Sociology Department	VIB.1. <u>Projected</u>: Develop and implement new course for L.A.T. program: Computers in Society. 2. <u>New</u>: Work with ESL program to develop new course offerings. 3. <u>New</u>: Work with Human Services Associate program to develop new course offerings.	VIB.1. <u>Implemented</u>. Requirement for L.A.T. program but other students are enrolled, as well. VIB.2. <u>New course</u>. (NS160, Multicultural, Multiethnic, USA) introduced, Spring, 1985. VIB.3. Two new courses were developed: Sociology of the Aging currently offered; Minority and Ethnic Aging, in process.
VIC. Philosophy Dept.	VIC. <u>New</u> : Review the enrollment potential for expanding basic philosophy course offering.	VIC. Enrollment statistics reviewed and decision made to offer a second course in philosophy in the Spring semester of each year. Course is currently running with solid enrollment.
VID. Psychology Dept.	VID. <u>New</u> : Test possibility of modularizing a section of General Psychology to provide for self-paced, individualized study.	VID. Study completed. Modular approach test run will take place in Fall, 1985. Evaluation of this test will determine if other basic social science courses should also be modularized to accommodate differing learning styles of students.
VIE. Early Childhood Education	VIE. <u>New</u> : Expand curricula to include emphasis on infant and toddler child care.	VIE. Curriculum development in process. Direction indicated due to current employment picture and anticipated articulation between department and Day Care Center on campus.
VII. Humanities Dept.		
VIIA. Art Dept.	VIIA.1. <u>Projected</u>: Assist in the development of a Commercial Art option for Graphic Arts Technology. 2. <u>Projected</u>: Implement Fine Arts Option to the General Studies program. 3. <u>Projected</u>: Develop new courses in careers in Art and Art Appreciation.	VIIA.1. <u>See</u> Graphic Arts Department (this section). 2. Option implemented. 3. Deferred. Due to commitments of faculty in departments in other areas such as the development of the Art Gallery on campus.
VIIB. Developmental English Dept.	VIIB. <u>Projected</u> : Develop and implement a modular approach to Communications Skills course and introduce CAI into the curriculum.	VIIB. Accomplished on an experimental basis with a limited number of sections in Spring, 1985 semester. The three modules were developed in the Fall, 1984 semester and CAI via the PLATO system was implemented in the Spring, 1985. A dedicated lab has been established through FY85 funding and its expansion is foreseen.
VIIC. English Dept.	VIIC. <u>Projected</u> : Revise Technical Report Writing course.	VIIC. Deferred to 1985-86. Revision hinges on study of specific needs of the technical areas and current trends in writing.

Division/Department	Projection/Revision	Current Status
V. Engineering Technologies	2. <u>New</u> : Review and upgrade curriculum.	D.2. Course content of University Physics II and Systems Analysis Lab upgraded.
VA. Computer Maintenance Technology	VA. <u>Projected</u> : Bring CMT curriculum to state-of-the-art in 1984-85 with purchase and installation of NOVA and DEC equipment.	VA. <u>Completed</u> .
VB. Machine Design Technology	VB.1. <u>Projected</u> : Plan curriculum for Computer Aided Drafting Option. 2. <u>Projected</u> : Begin common coring of Machining/Mechanical curriculum.	VB.1. <u>Completed</u> . Program start-up subject to funding appropriation requested in FY86 Budget. VB.2. Curriculum study still being undertaken by department faculty. Completed 1985-86.
VC. Graphic Arts	VC. <u>Projected</u> : Prepare curriculum for Commercial Arts Option to Department.	VC. Curriculum planned. Implementation subject to funding appropriation. (See Section 2 and 3.)
VD. Landscape/Plant Science	VD. <u>Projected</u> : Design curriculum for two new options: Design Option; Intiorscape Option.	VD. Curriculum planning near completion; institution will re-evaluate this as a priority for its Five Year Plan revision next year.
VE. Advanced Metals Machining	VE.1. <u>New</u> : Introduce new course into program. <u>Engineering Economy</u> . 2. <u>New</u> : Add a social science elective to curriculum.	VE.1. <u>Implemented</u> . 2. <u>Implemented</u> . This brings program in line with general education requirements.
VF. Drafting and Design Technology	VF. <u>New</u> : Add a 3 credit kinematics course to curriculum.	VF. <u>Implemented</u> : This brings Drafting and Design curriculum closer to the common core concept for the Mechanical Technologies discussed above.
VG. Telecommunications Technology	VG. <u>New</u> : Investigate possibility of allowing students choice of either Management or Marketing elective.	VG. Elective choice implemented.
VI. Social Sciences		
VIA. History Dept.	VIA. <u>Projected</u> : Evaluate possibility of expanding Western Civilization sequence from two to three semesters.	VIA. <u>Implemented</u> .

D. Professional Development

During the current academic year, the coordination of professional development activities has been both formalized and institutionalized. Since the Summer, 1982, the College has actively engaged in developing and facilitating professional development opportunities for its faculty and staff. Research for the initial planning document was funded through a Title III federal government grant. The plan has since been updated with its activities being funded by the College. Reference to the plan and its implementation has been made in the institution's original Five Year Plan and the 1984 Campus Plan Update.

Despite this significant progress, the President of the College felt that the planning and oversight of professional development activities ought to become a more formal part of the institution's governance structure and, thus, recommended that a Professional Development Committee be established as a Standing Committee of the All College Council. Acting on this recommendation, the Council established the Committee in the Fall, 1984 and adopted the following mission statement:

The Professional Development Committee will seek to provide, ensure, and encourage appropriate staff development and renewal opportunities for all employees of the College. Its activities will serve as a means of enhancing the teaching and learning experience, improving communication on campus, meeting personal development needs and tapping the many diverse areas of expertise available at the College.

The Committee will have as its guide the Five Year Professional Development Opportunities Plan written by the Professional Development Task Force and adopted by the institution in 1984. It will formally review and update the plan and assume the responsibilities formerly assigned to the Professional Development Task Force in that Document.

The issue of professional development was also an important part of the Task Force on Excellence's study. The Task Force re-emphasized the need for professional development opportunities; adequate funding of same; and the establishment of a teaching and learning center on campus to provide faculty and community education. The President's Response to these and other recommendations of the Task Force on Excellence can be found verbatim in Section V of this Update. In brief, he was very supportive of their recommendations and has remanded them to the Professional Development Committee for discussion and implementation.

To date, the work of the Professional Development Committee has been mostly organizational in nature. Once constituted, it sought campus-wide input to update the "Five Year Professional Development Opportunities Plan" as mandated by its mission statement. In so doing, it was able to provide input into the development of a fourth Title III Implementation Grant application submitted this past Spring 1985; the previous applications not having been funded.

In addition, the Committee continued sponsorship of several Noontime Roundtables which provide faculty and staff the opportunity of exposing their ideas and hidden talents to their colleagues in an informal atmosphere. During the Spring mid-semester break, the Committee also offered three Computer Workshop sessions taught by members of the faculty for interested staff members. "Classes" were filled to capacity.

The College has also continued to foster self-growth and development through the awarding of Sabbatical Leaves for faculty and professional staff. In 1984-85, three faculty were granted such leave to pursue educational goals. Also, the College, in association with the Cooperating Colleges of Greater Springfield, (CCGS), provided three

faculty development conferences for the faculty with notable national leaders in higher education serving as keynote speakers. Here too, attendance and participation was noteworthy.

Planning for the 1985-86 academic year is already underway. The Professional Development Committee has adopted the following statement of objectives for the year:

Specific Statement of Objectives:

In working toward the goal of professional development for all members of the faculty/professional staff and classified staff, the Professional Development Committee proposes these objectives on a long and short range basis.

A. Long Range Objectives:

1. Establishment of a Professional Development Resources Center
 - a. Library
 - b. Personnel
2. Establishment of a professional development newsletter
3. Providing an Annual Calendar of Activities
4. Faculty staff exchange program (Public College Cooperative)

B. Short Range Objectives

1. Calendar for 1985-86
2. Support for committee research and planning
3. Recognition of individual achievement in development

The 1985-86 Calendar of Events that follows was adapted to the All College Council and forwarded to the President of the College for his approval:

1985-86 Professional Development

Calendar of Events

<u>Item</u>	<u>Time</u>
<u>College-wide Workshop on Academic Advising/Retention</u>	Fall 1985
Follow-up Divisional Workshops	Fall 1985/ Spring 1986
<u>Noontime Roundtables</u>	Fall 1985
Five per semester	Spring 1986
<u>Community College Systemwide Developmental Education Workshop on Campus</u>	Spring 1986
<u>Staff Orientation Program</u>	
Development by Professional Development Subcommittee	Fall 1985
Development by 1/2 time release person	Spring 1986
Trial run	Summer or Fall 1986
<u>Professional Development Committee:</u>	Fall 1985/ Spring 1986
Program development and evaluation	
Research the development of a Professional Development Center	
Recognition of Individual Achievement in Development	Spring 1986

The above items are predicated on institutional funding which will be assessed when the final FY86 Budget is known.

Academic Affairs - Section 3

Financial Resources: The Effect on 1984-85
Curriculum and Program Development

A. The State Appropriation - FY 1985

Progress in the curriculum planning and development of academic programs, as proposed for the 1984-85 academic year, was accomplished in direct proportion to the funding received through the College's 1985 budget and the availability of grants and other supplementary sources of revenue to augment the fiscal appropriation of S.T.C.C.

The 1985 budget, as submitted to the Board of Regents, contained sixteen separate academic-related priorities; eight were direct instructional requests and eight were instructional support projects.

FY1985 Budget Request

<u>Priority#</u>	<u>Direct</u> <u>Instructional Request</u>	<u>Instructional</u> <u>Support Request</u>
1	Continuation of New Programs	1 CAI/Developmental English
2	Replacement of Adjunct Faculty	2 CAI/Developmental Mathematics
3	Academic Equipment	3 CAI/Business
4	Computer Assisted Drafting	4 Academic Computer Center
5	Dietician Nutrition Option	5 Learning Center
6	Commercial Arts Option	6 Special Student Services
7	Faculty/Expanded Enrollment	7 Counseling
8	Biological Technician Option	8 Communications Study Center

From the 16 priorities listed above, and by an evaluation of budgetary recommendations proposed by the Governor and the Legislature, selection of six specific priority areas was made by the Office of Academic Affairs as the College's instructional objectives for 1984-85.

Priority 1 - Continuation of New Programs

- Second Year Computer Science Transfer Program
- Second Year Microprocessor Technology

Priority 2 - Replacement of Adjunct Faculty

- Business
- Developmental English
- Developmental Math

Priority 3 - Initiation of CAI - Developmental English

Priority 4 - New and Replacement Equipment for Existing Academic Programs

Priority 5 - Staffing of the Academic Computer Center

Priority 6 - Special Student Services Program

The above listed priorities became the focus for curriculum and academic program development and upgrading during the 1984-85 academic year and each priority objective was fulfilled relative to the fiscal capability of the College, as supported by the FY 1985 budget.

Narrowing the list of budgetary priorities for FY 1985 was a difficult task. The original 16 budget priorities were proposed to coincide with academic objectives and goals proposed within the original Five Year Plan, which was submitted by Springfield Technical Community College to the Regents in 1983. Three new academic programs had been proposed in the Five Year Plan for implementation in 1984-85.

The creation of new program options is crucial to maintaining responsiveness to the changing employment opportunities for graduates and the needs of Massachusetts' high technology economy, however, this objective must take secondary priority to the College's commitment to maintaining academic quality in existing and newly implemented programs and to maintaining a truly "open door" admission's policy by providing essential instructional support services. Our final budget requests in FY1985 and 1986 reflect these academic priorities.

The academic performance of entering students has been studied in detail at STCC. The patterns of placement indicate an upward trend at the College in the admission of students requiring developmental and prerequisite skills building support. From 1982-83, when the original Five Year Plan was written, to 1983-84, when the FY 1985 budget priorities were finalized, the enrollment of academically

under-prepared students increased by 150 students (17%), to a total of 991. This enrollment, comprising 26.7% of the 1983-84 student body, could not be ignored as of primary concern in the allocation of FY 1985 budgetary support. Accordingly, in narrowing the budget priorities for FY 1985, STCC placed an emphasis on fulfillment of academic goals relative to this population and on the second year implementation of programs initiated in 1983-84. The implementation of the new academic programs proposed for '83-'84 was not feasible within the limitations of the budget awarded to the College in FY 1985.

The FY 1986 budget request, which was prepared by the College during the 1984-85 academic year, continues to place emphasis on the instructional support of academically underprepared students. Additionally, the implementation of at least one new program (Computer Assisted Drafting), which has been held in abeyance during the FY 1985 fiscal period, is proposed for FY1986. The College is also exploring grant sources to assist in the implementation of the Biological Technician Program. Other priorities for new programs within the Health fields have been revised based upon newly acquired information on the trends of these industries (see section 3B - New Program Development).

It is critical to the survival of academic institutions that they be responsive to the needs of the students which they serve. STCC enrolls a diverse student body; 27% require the provision of pre-college developmental assistance, 73% require the provision of challenging college-level coursework in 57 separate academic programs of study. We take pride in our accomplishments during the 1984-85 academic year which substantially address the needs of both of these groups of students. Springfield Technical Community College has placed student needs as its very first priority in the budgetary allocation of FY 1985 resources as summarized on the following page and as the basis for fiscal planning for FY 1986.

Springfield Technical Community College
Summary of Special Academic Budgetary Requests and Allocations
1984-85

INSTRUCTIONAL PROGRAMS

REQ. #	TYPE/ CODE	REQUEST SUBJECT AREA	PRIORITY	# OF STUDENTS SERVED (FTE) NEW TO COLLEGE	CONTINUING	TOT	ADDL INST FTE	SUMMARY OF REQUEST	TOTAL \$ REQUESTED	TOTAL ALLOCATED/ EXPENDED
				UNDERGRAD	UNDERGRAD			REQUEST		
1a	Expansion Equip.	Comp. Science Transfer Year 2	1	15	25	40	15	Fac. (0.5) (10,000) equip. establishment of new micro comp. lab) (45,000) (2nd year implementation)	55,000 (next 3 yrs. 12K each)	55,000
1b	Expansion Upgrade	Micro Processor Tech Year 2	1	20	20	40	20	1 faculty (18,333) Equipment (86,308) (2nd year implementation)	104,641 (next 3 yrs. 22K each)	63,333 (1 fac. & 1/2 equip.)
2	Upgrade Institutionalization	Institutionalization	2	500	500	900	0	8 fac. (138,334) (replace of adjunct & part-time fac. in Devel. Engl., Business, Devel. Math)	138,334 (next 3 yrs. 146K each)	49,000
3	Equip. (replace and new)		3	1,995	1,615	610	0	New and replacement equip. for existing academic programs (Documented in 5 year plan)	899,734	100,000
4	Expansion Upgrade	Computer Assisted Drafting Machine Design Tech C	4	20	20	40	20	1 faculty (20,833) Equipment (200,000)	220,833 (next 3 yrs. - 9; 667; 45K; 45K)	-0-
5	Expansion Upgrade	Dietician Nutrition Tech O	5	20		20	20	1 faculty (18,333) 1 class (12,500) equipment (50,000)	80,333 (next 3 yrs. - 67,000 57,000 57,000)	-0-

INSTRUCTIONAL PROGRAMS

REQ. #	TYPE/ CODE	REQUEST SUBJECT AREA	PRIORITY	# OF STUDENTS SERVED (FTE)		TOT	ADDL INST FTE	SUMMARY OF REQUEST	TOTAL \$ REQUESTED	TOTAL ALLOCATED/ EXPENDED
				NEW TO COLLEGE	CONTINUING					
				UNDERGRAD	UNDERGRAD			REQUEST		
6	Expansion Upgrade	Commercial Art Tech	6	20		20	20	1 fac. (16,667) 1 class. (12,500) equipment (200,000)	229,167	-0-
7	Expand Upgrade	Fac. for expanded enroll. in office careers, med.asst. bio/med inst.tech 0	7	298	200	498	0	4 fac. (70,000) 2 class. (27,500)	97,500	-0-
8	Expansion Upgrade alization	Biology Tech EN	8	20		20	20	1 fac. (20,833)	20,833 (next 3 yrs.- 50K, 37K, 37K) 1,872,375	-0-
1	Equip.	CAI Devel. English (C)	1	135	44	179	0	Equip. (100,000) for CAI for developmental English	100,000	64,000
2	Personnel Equip.	Indiv. Learning Center devel. math (C)	2	259	162	421	0	5 classified (60,000) Microcomputers CAI (100,000)	160,000	3 classified staff with no funding
3	Equip	Bus.Dept. CAI (C)	3	551	304	855	0	1 classified (15,000) CAI equipment (50,000)	65,000	-0-
4	Personnel	Staffing for Acad. Computer Center	4	153	102	255	0	Assoc. Director (25,000) 2 Classified (30,000)	55,000	55,000

INSTRUCTIONAL PROGRAMS

REQ. #	TYPE/ CODE	REQUEST SUBJECT AREA	PRIORITY	# OF STUDENTS SERVED (FTE) NEW TO COLLEGE	CONTINUING	TOT	ADDL INST FTE	SUMMARY OF REQUEST	TOTAL \$ REQUESTED	TOTAL ALLOCATED/ EXPENDED
				UNDERGRAD	UNDERGRAD			REQUEST		
5	Personnel	Learning Center Counselor	5	760	380	1140	0	6 learning center counselors (130,000)	130,000	-0-
6	Personnel Institutionalization	Student Services (Special Program for Disadvantaged) (0)	8	194	97	291	0	1 professor (26,000) 1 classified (10,600) Inst. of current grant - funded for the handicapped	36,600	36,600
7	Personnel	Student Services Health Trans. Couns.	7					3 Counselors (71,000) P.T. Physician/Consultant (10,000)	81,000	-0-
8	Personnel & Equip.	Human Services Communications Center	6	427	305	732		Staff Assistant (18,487) Equipment (87,500)	105,987 subsequent 2 years - 87,500 each	-0-

104
105

Grant Appropriations FY 1985

STCC's grant resources increased by 28% in FY1985 over FY1984. The primary focus of grant funding secured by the College provided support to programs assisting non-traditional students including those with academic deficiencies and those who are traditionally underserved by the educational systems--senior citizens, displaced homemakers, linguistic minorities and others. Almost \$600,000 was awarded to the College in FY 1985 for special grant projects. Three quarters of these funds were used to fund instructional support activities and the balance, which largely constitutes Vocational Education Grants, provided support to curriculum upgrading in Health degree programs.

Curriculum Upgrading Projects:

--Health and Human Services Curriculum Upgrading

Springfield Technical Community College was allocated \$145,000 from the Mass. Division of Occupational Education to provide curriculum upgrading support to Health Science program. The majority of these funds (\$115,000) provided faculty support within the Radiologic Health Sciences Programs (Radiologic Technology, Nuclear Medicine and Radiation Therapy). These programs which had been placed on probationary accreditation status, regained full accreditation standing through the American Medical Association as a result of program changes facilitated by the grant.

An additional \$40,000 was directed into the Health and Human Services and Nursing Divisions from grant sources in FY 1985 to provide data-based instructional support of curriculum revisions. This included partial funding of telephone lines from the College to the University of Massachusetts in order to access the PLATO system of educational software. Additionally, software was

acquired to enhance laboratory experiences in biological and physical sciences which support the health curricula, and to provide students with essential hands-on computer literacy in health-related courses.

--Cooperative Education Curriculum Support

In the Fall of 1983, a faculty member at the College was released from instructional responsibilities and was requested to develop an organizational plan for the revitalization of Cooperative Education as an academic program at STCC. Small grants of approximately \$9,000 were secured in FY1984 and FY1985 which were utilized to provide support of faculty advisors within the Cooperative Education program. The co-op program served approximately 100 students in 1984-85 and a major proposal was prepared and submitted to the U.S. Department of Education for grant assistance to support expansion of this successful academic program in 1985-86. Pending the availability of these funds, the Cooperative Education Program at STCC will be able to systematically manage an increased enrollment of students to 200 per academic year and further upgrade the quality of the program.

Special Programs Support Non-Traditional Students

--Special Services to Disadvantaged Students

A substantial grant was made in 1984-85 to STCC by the U.S. Department of Education supporting three consecutive years of Special Services to Disadvantaged Students. Funding of \$105,000 per year enables the College to continue intensive counseling, tutorial and cultural enrichment activities for a group of 200 specially selected students. STCC has been able to competitively secure Special Services grant support since the 1979-80 academic year. The students who are

participating in this program are "high risk" admissions into the College and, yet, due to the support services provided by the program, statistics are indicating a retention rate for Special Services participants which exceeds the College norm by 7%.

--The Displaced Homemakers Program

--The Welfare Voucher Program &

--The Older Workers Project

Three grant-supported programs were implemented in 1984-85 which provided access to the campus for non-traditional returning adult students. More than \$100,000 was secured by the College, supporting outreach, training, counseling and job development for these students. More than 150 students were served by these programs in the 1984-85 academic year and Springfield Technical Community College is confident of grant support to continue and to expand these programs in 1985-86.

--Public School College Collaborative

Two programs were initiated in 1984-85 with the support of a \$154,000 grant from the Massachusetts Board of Regents of Higher Education. The Career Awareness project provides minority and female junior high school students with intensive mentor support and career guidance in Health, Technical and Engineering program areas. The Voc Tech Math/Science Project has developed curricula which integrates math and physical sciences into vocational competencies and provides college-level training for vocational high school teachers in these disciplines. STCC asked Westfield State College to collaborate in this endeavor which impacts on the quality of high school-level vocational education in Western Massachusetts.

B. Grant Activity

Synopsis of Grant Activity
1984-85 Academic Year

New FY85 Projects Initiated

Proposal/Source

Grant Award

Special Services for Disadvantaged Students/
U.S. Department of Education

\$348,000

Request \$500,000 over three years to provide counseling, tutoring, and E.S.L. instruction to disadvantaged students.

Displaced Homemakers Project/State Dept. of Education,
Division of Occupational Education

30,000

Request \$32,000 to operate a 28-credit program in Administrative Bookkeeping for 25 Displaced Homemakers

Public School Collaborative Program/Mass. Board of Regents Request

\$210,000 to develop and implement three projects with the public schools:

- | | |
|---|--------|
| 1) Career Awareness for junior high school students | 79,000 |
| 2) Collaboration with Westfield State to the development and implementation of Math/Science courses to enrich Voc. Tech High School instruction | 75,000 |
| 3) Writing enrichment program in collaboration with the Springfield Girls Club | No |

Vocational Education Program/State Dept. of Education, Division of Occupational Education

145,000

Request \$145,000 for instructional support and computer software in Radiologic Health Sciences and other health career programs.

Older Worker's Project/U.S. Job Training Partnership Act

80,000

Request \$98,000 for outreach, training and job placement services to 50 Hampden County unemployed persons who are 53+ years of age and to develop a community network to foster employment of older workers.

Displaced Homemaker Program/State Department of Education,
Division of Occupational Education

\$14,800

Request \$15,000 to operate 18-credit program of computer/word processing coursework to Displaced Homemakers.

Synopsis of Grant Activity (con't)

New FY85 Projects Initiated

Proposal/Source

Grant Award

Intel Corporation Project

\$10,000
(equipment value)

Request \$10,000 in equipment (hardware & software) to enhance electronics options by specific projects.

U.S. Department of Education/Veterans Cost of Instruction Program

5,700

Request formula allocation of funds to assist in providing guidance support and outreach to veterans.

U.S. Department of Education Cooperative Education Supplementary Grant

4,800

Request formula allocation of funds to support academic advising of cooperative education students.

Mass. Public Welfare Tuition Voucher Project

7,500

Accept contractual agreement for academic advising of welfare clients attending college through the tuition voucher program.

Proposals Submitted 1984-85

Proposal/Source

		Outcomes	
		Funded	Other
Fall 1984	<u>Health Careers Opportunity Proposal/</u> <u>U.S. Department of Health & Human Services</u> Request \$425,000 over three years to develop and implement a Health Career Center with guidance and tutoring services for disadvantaged and minority students.	Pending	
Fall 1984	<u>Wastewater Treatment Operation/Bay State Skills Corporation</u> Request \$30,000 to develop and present a program for industrial wastewater treatment.	No	
Spring 1985	<u>Strengthening Program (Title III/U.S. Dept. of Education)</u> Request \$600,000 over three years to develop three microcomputer learning labs, implement a staff development program and develop data-based management systems to refine registration and augment advising.	Pending	
Spring 1985	<u>Fund for the Improvement of Post-Secondary Education/</u> <u>U.S. Dept. of Education</u> Request \$50,000 to develop a review process to General Education curricula in vocational and technical programs in community colleges.	No	
Spring 1985	<u>Cooperative Education Program (Title VIII)/</u> <u>U.S. Dept. of Education</u> Request \$145,000 for 100% expansion of the Cooperative Education Program and upgrading of career guidance support.	Pending	
Spring 1985	<u>Post-Secondary Education Programs for Handicapped</u> <u>Persons/U.S. Department of Education</u> Request \$70,000 for personnel and specialized equipment to facilitate mainstream educational services to disabled students in collaboration with United Cerebral Palsy.	Pending	

Proposals Submitted 1984-85

Proposal/Source

		Outcomes	
		<u>Funded</u>	<u>Other</u>
Spring 1985	<u>Title XIII - Adult Education Act</u> Request \$139,000 over two years to develop and implement a computer assisted Adult Basic Education Program for criminal offenders in collaboration with the Hampden County Jail.	Pending	
Spring 1985	<u>AACJA/Sears Partnership Development Fund</u> Request \$12,000 to initiate a high school/college co-enrollment program for gifted high school students.	Pending	
Spring 1985	<u>Title II of the E.E.S.A.</u> Request \$25,000 to assist in development of math and sciences teacher inservice program and to develop a collaborative of public colleges and public schools in Western Mass. to accomplish inservice objectives.	Pending	
Spring 1985	<u>Vocational Education</u> Request \$157,000 to support training of Displaced Homemakers in various projects. Request \$90,000 for support services to Disadvantaged Voc Ed students.	Pending	

C. Springfield Technical Community College Foundation

In June, 1984, the President hired a nationally recognized consultant with expertise in community college foundations to assist the College in moving toward greater financial self-sufficiency by the establishment of financial support bases other than the regular State appropriation. At the same time, the College hired a second full-time professional to perform resource development functions. In the Fall 1984 semester, the Foundation Board of Directors was established; By-laws and Articles of Incorporation have been written and in February, 1985, Springfield Technical Community College commenced new public relations efforts and "friend raising" activities preliminary to developing private donor support. The College administration is committed to expanding STCC's financial resources and recognizes the consequences for the future, in the face of declining enrollments, if the financial condition of the College is not maintained as a priority. The Foundation "friend raising" activities in the Spring 1985 semester have resulted in a pool of more than 250 potential donors from industry who will be solicited for specific funding support in 1985-86. Additional potential donors will also be identified during the Summer of 1985 and during the ensuing academic year. A fundraising goal of \$150,000 is set by the Foundation for FY1986 including \$50,000 to establish an endowment. The Foundation will seek federal funds under the Title III Endowment Program to match the \$50,000 raised from private sources.

The resources generated by the Foundation will be utilized to augment the existing budgetary resources of the College and provide support to special projects and activities benefiting the students and faculty at STCC.

Academic Affairs Section 4

Enrollment Trends

Community college enrollment nationwide declined in 1984 compared to the previous Fall enrollment. Regional factors affecting the decline included lower numbers of graduating seniors in area high schools and the comparatively low unemployment figures for Western Massachusetts. In light of both of these issues, STCC has virtually maintained enrollment figures with only a slight decline in Fall 1984 of new students, with returning students remaining the same as last year.

The "open door" policy continues to influence the enrollment patterns at Springfield Technical Community College, and the relationship of academic preparedness of entering students to program enrollment was significantly felt in terms of the College's mission to provide developmental and prerequisite educational support to entering students in academic year 1984-85. The Division of General and Developmental Studies, wherein remedial coursework is accomplished, continues to serve a large percentage of the student population with more returning than last year. Business and the Technologies both reveal declines of new and returning students, a trend that is being further addressed during immediate and long-range planning. Enrollment in Transfer Programs and Service Occupations remains the same. The numbers of students transferring within the College (ICT) have remained virtually the same. A multiple regression analysis of the enrollment trends of several years predicts a considerable decrease in technologies, a smaller decrease in health with a slight increase in business and general and developmental studies. Armed with this information, departments will revise recruitment and long-range plans.

STCC is among the top three community colleges in Massachusetts with a significant minority enrollment of 15% or greater. Recruitment efforts are regularly being expanded and revised to increase the minority enrollment and enrollment of non-traditional students as discussed in Chapter II. These efforts of recruitment and retention have resulted in an increase in the Hispanic population at the College over the past three years. Furthermore, efforts continue in tailoring programs to returning adults and older workers. These efforts have been instituted based on data analysis that shows a slight increase projected for local high school graduates in the next two years, that will be followed by a sharp decline. The data on the next few pages has been compiled and studied for long-range and immediate planning.

Springfield Technical Community College

FALL, 1984 ENROLLMENT

CODE	DEPARTMENT	FRESH HC	FRESH FTE	SOPH HC	SOPH FTE	MALE	FEMALE	TOTAL HC	TOTAL FTE
AA	Medical Assistant	50	50.2	48	49.3	4	94	98	99.5
AC	Cosmetology	22	32.3	--	--	0	22	22	32.3
AD	Dental Assistant	19	26.5	3	2.5	1	21	22	27.9
AH	Dental Hygiene	18	17.6	17	18	0	35	35	35.6
AL	Medical Lab Technology	16	16.8	16	16.5	8	24	32	33.3
AH	Human Services	62	62.3	14	14.2	13	66	79	76.5
AN	Nursing	79	58.3	66	47.1	17	128	145	105.4
AO	Surgical Technology	21	17.9	20	18.7	3	38	41	36.6
AP	Physical Therapy	22	17.9	19	15.3	2	39	41	33.2
AR	Respiratory Therapy	13	11.0	18	20.5	9	22	31	31.7
AT	Gerontology	0	0	3	1.9	1	2	3	1.9
AX	Radiologic Technology	20	20.9	10	8.9	7	23	30	29.8
AY	Radiation Therapy	5	5.0	3	2.6	2	6	8	7.6
AZ	Nuclear Medicine	2	1.5	6	5.0	4	4	8	6.5
TOTAL	HEALTH/HUMAN SERVICES	349	338.4	243	220.5	71	524	595	557.8
BA	Accounting	56	51.9	33	27.5	34	55	89	79.5
BF	Finance	8	8.2	3	2.9	8	3	11	11.1
BI	Marketing	22	21.8	9	7.4	16	15	31	29.4
BK	Management	43	43.9	12	10.5	28	27	55	54.5
BP	Business Administration	108	102.8	32	27.1	79	61	140	129.9
BS	Small Business Management	2	.8	--	--	0	2	2	.8
BT	Business Transfer	14	13.5	4	3.3	10	8	18	16.7
TOTAL	BUSINESS ADMINISTRATION	253	242.9	93	78.7	175	171	346	321.5
BC	Court Stenography	9	7.6	9	7.2	0	18	18	14.8
BE	Executive Secretarial	68	57.2	29	29.7	2	95	97	86.9
BL	Legal Secretarial	21	19.3	16	16.7	0	37	37	36.0
BH	Medical Secretarial	15	12.9	7	7.4	0	22	22	20.3
BO	Clerical Office Assistant	33	27.3	4	2.9	0	37	37	30.2
BW	Word Processing	15	13.5	13	12.7	0	28	28	26.1
TOTAL	SECRETARIAL	153	137.8	78	76.6	2	237	239	214.3
BD	Data Processing	115	105.1	73	61.9	96	92	188	167.4
TOTAL	BUSINESS DIVISION	529	485.8	244	217.2	273	500	773	702.8

Springfield Technical Community College

FALL, 1984 ENROLLMENT

CODE	DEPARTMENT	FRESH HC	FRESH FTE	SOPH HC	SOPH FTE	MALE	FEMALE	TOTAL HC	TOTAL FTE
EB	Bio-Medical Technology	13	13.2	12	10.9	21	5	25	24.1
ED	Computer Maintenance	64	59.1	32	31.6	84	12	96	91.1
EE	Electrical	19	11.6	12	9.0	30	1	31	20.6
EL	Laser Electro-Optics	30	29.5	13	13.4	39	4	43	42.9
EP	Microprocessing	6	5.6	9	8.3	14	1	15	13.9
ET	Electronic Technology	65	61.3	28	22.5	86	7	93	83.8
TOTAL	ELECTRONICS CLUSTER	197	180.3	106	95.7	273	30	303	276.4
FA	Advanced Metal Machining	15	13.3	10	10.7	24	1	25	23.9
FD	Machine Design Technology	23	24.1	10	10.9	29	4	33	35.1
GA	Graphic Arts	54	50.0	38	40.6	60	32	92	90.6
GC	Civil Engineering Technology	21	19.7	3	2.8	20	4	24	22.5
GD	Draft/Design Technology	15	17.2	1	1.5	12	4	16	18.7
GL	Plant Science	15	14.4	12	10.4	20	7	27	24.8
GT	Telecommunications	53	58.3	48	45.1	67	34	101	103.5
HE	Environmental	6	5.4	1	1.1	5	2	7	6.5
HP	Heat/Power	36	31.5	19	20.9	55	0	55	52.8
HS	Solar Energy	2	1.9	5	5.7	7	0	7	7.6
JA	Automotive Technology	27	24.7	14	13.7	37	4	41	39.4
IT	Instrumentation	20	16.6	11	9.4	29	2	31	26.0
TOTAL	TECHNOLOGIES	484	457.4	278	268.5	638	124	762	726.0
LS	General Studies	774	607.4	166	119.8	330	610	940	727.2
LT	Liberal Arts Transfer	98	83.1	31	28.5	66	64	129	111.6
ME	Engineering & Science Trans.	72	72.8	48	46.3	99	21	120	119.1
NC	Early Childhood	22	22.5	13	10.5	0	35	35	33.1
NL	Law Enforcement	94	81.3	55	48.1	110	39	149	129.5
TOTAL		2414	2148.7	1078	959.4	1588	1917	3505	3110.0

Office of Institutional Research

Office of Institutional Research

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
Student Characteristics - Fall, 1984

Total headcount: 3505
 Total FTE: 3110
 (Total credit hours/15)
 Full-time students: 2688

Male: 1588
 Female: 1917
 New application received: 3259
 Intra-college transfers apps: 512

Age Distribution

	Part-time	Full-time	Total
15-19	104	932	1036
20-24	187	1048	1235
25-29	187	325	512
30-34	128	182	310
35-39	77	105	182
40-44	46	33	79
45-59	27	29	56
60+	10	11	21
Unknown	51	23	74

Ethnic Distribution

Black	279	8%
American Indian/Alaskan	8	0.2%
Asian/Pacific Islander	10	0.2%
Hispanic	243	7%
White	2920	83%

Non-Resident Alien	45	1%

Residence

Massachusetts: 3436
 Out of State: 24
 Foreign: 45

Financial Aid

Pell Grant recipients: 946
 Title IV: 1100
 State tuition waiver: 421
 GS Loan Program: 437

Distribution by Major Division (Headcount/FTE)

	Freshman	Sophomores	Total
General Studies	774/607.4	166/119.8	940/727.2
Health/Human Services	352/338.4	243/220.5	595/557.8
Business/Office Careers/ Computer Science	529/485.8	244/217.2	773/702.8
Technologies	484/457.4	278/268.5	762/726.0
Service Occupations	116/103.8	68/ 58.6	184/162.6
Transfer Programs	170/155.9	79/ 74.8	249/230.7

Division of Continuing Education

Total Headcount - Credit Courses:	3257	Total FTE: 814
Credit Course Registrations:	3999	(Total credit hours/15)
Credit Hours Generated:	12,210	Non-credit course registrations: 662

Springfield Technical Community College

TABLE A

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
 ENROLLMENT: FALL 1977 - 1984, ENROLLMENT PROJECTIONS: FALL 1985 - 1986

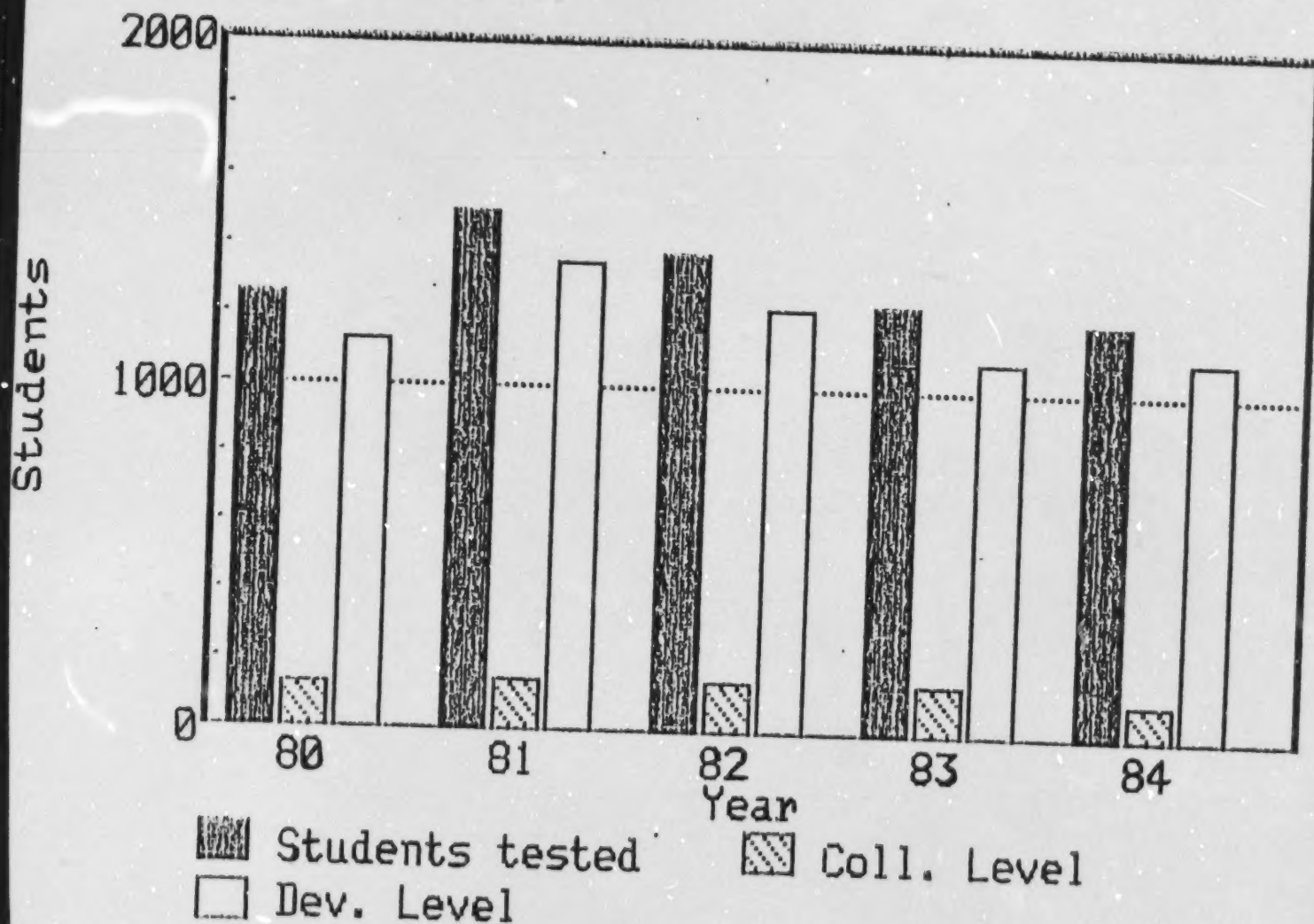
Enrollment (Fall)	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
Technologies										
Advanced Metal Machining	25	33	42	42	43	42	35	25	25	25
Automotive	93	89	81	84	88	50	45	41	41	41
Bio-Medical Technology	41	39	40	39	31	40	40	25	25	25
Civil Engineering	60	48	34	44	37	41	21	24	24	24
Computer Maintenance	--	16	17	60	102	134	112	96	96	96
Drafting & Design Technology	--	1	21	37	35	36	20	16	16	16
Electrical	54	54	46	40	29	27	32	31	31	31
Option: Robotic Maint. (1985)										
Electro-Mechanical	20	20	14	10	3	1		--	--	--
Electronic Benchwork	34	22	34	25	14	1		--	--	--
Electronic Technology	82	90	95	92	90	81	76	93	93	93
Option: Microprocessing (1983)							29	15	15	15
Environmental Technology	30	34	26	8	13	12	6	7	7	7
Facilities Maintenance	--	--	5	3	5	3		--	--	--
Fire Science	36	29	35	37	17	1		--	--	--
Graphic Arts	87	87	84	121	103	105	93	92	92	92
Option: Commercial Art (1984)										
Printing Tech (1986)										
Printing Mgmt. (1986)										
Heat/Power/AC	82	83	87	88	98	110	79	55	55	55
Option: Solar Energy							10	7	7	7
Instrumentation	--	--	12	36	67	62	38	31	31	31
Laser Electro-Optics	12	18	26	38	37	44	49	43	43	43
Option: Fiber Optics (1986)										
Machine Design Technology	27	29	40	56	35	25	34	33	33	33
Numerical Control Technology (1985)										
OSHA	13	4	1	--	--	--		--	--	--
Landscape/Plant Technology	72	51	42	44	28	30	28	27	27	27
Option: Landscape Design (1985)										
Telecommunications	79	75	75	86	74	74	96	101	101	101
TOTAL TECHNOLOGIES	847	822	857	990	949	919	833	762	762	762

Placement Testing of Incoming Students

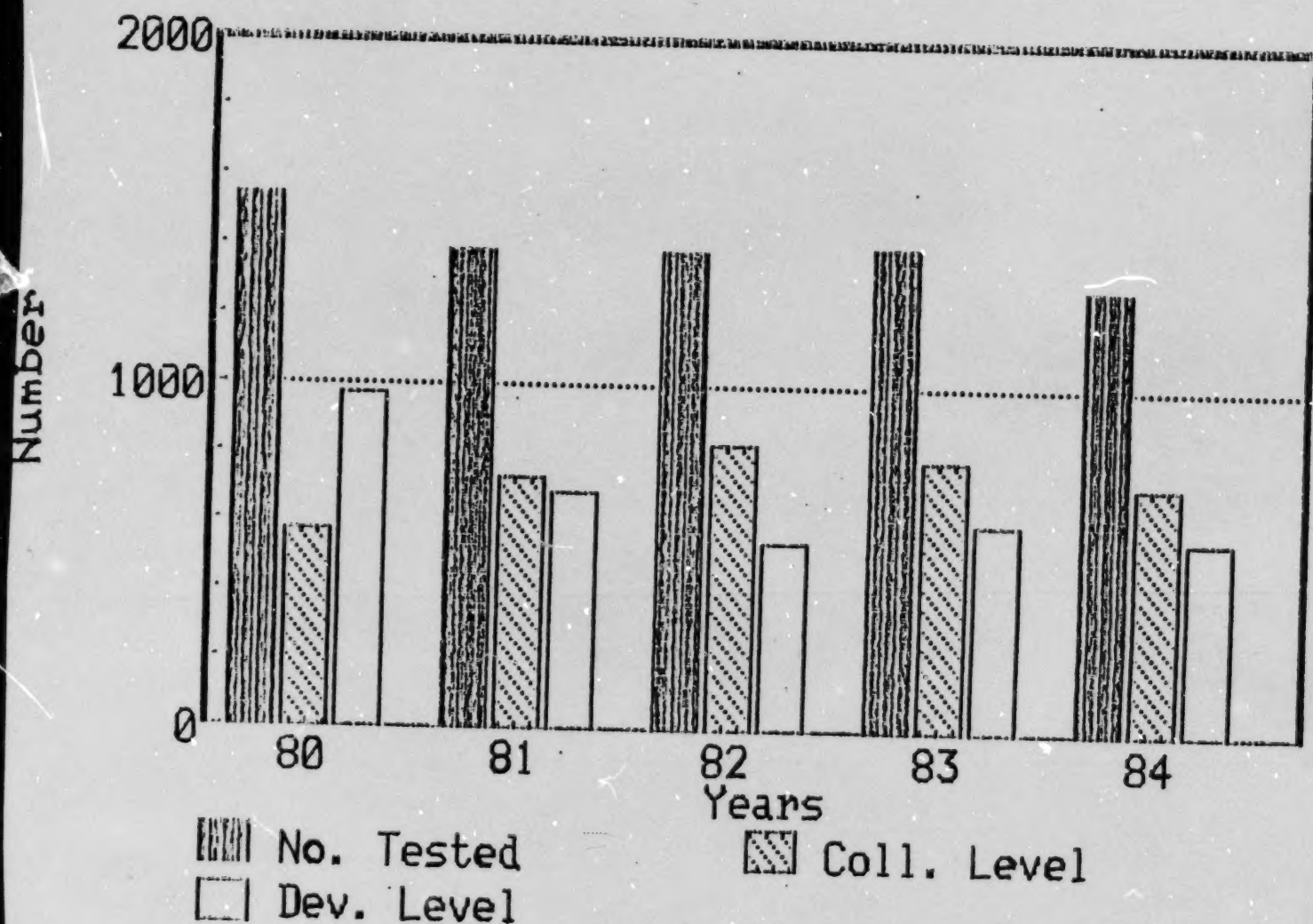
The open door admissions policy provides true access for all students who seek to attain a college degree. Springfield Technical Community College recognizes that each student enters with individual proficiency levels and unique academic needs. In order to successfully provide the services which will effectively meet the student at his/her specific level of competency, standardized testing and evaluation are provided to incoming students.

The General and Developmental Studies program directs the activity of a Testing and Tutoring Center which performs proficiency testing for math and verbal competencies on a walk-in basis. The Center is staffed by a Coordinator who works closely with the Director of the General and Developmental Studies Department. A student who enters the College underprepared in specific academic disciplines is enrolled in the General and Developmental Studies Program. Mathematics evaluations utilize an STCC-prepared standardized testing instrument. Testing for verbal and reading levels is done using nationally recognized measurement techniques such as the Nelson Denny Test. The results of individual testing provides the basis for placement of students in various developmental programs. The graphs which follow indicate that 90% of students taking mathematics placement tests at STCC score below college-level and that 50% of those taking English placement tests score below acceptable levels of proficiency to successfully enter into college programs. Subsequent material in this report provides specific details concerning the academic and support services which the College employs to enable the academically disadvantaged student the opportunity for attainment of a college degree.

Mathematics placement testing 1980-1984



English placement testing 1980-1984



Programs and Activities to Enhance Recruitment and Retention of Minority and Non-traditional Students - Section 1

GENERAL AND DEVELOPMENTAL STUDIES

I. Program Description

In order for Springfield Technical Community College to successfully direct large numbers of underprepared students into, and through, challenging Technical, Health, Business, Engineering and Liberal Arts programs (without lowering its degree status requirements), the College has had to systematize the delivery of its remedial and prerequisite skills development courses to accommodate large and diversified numbers of entering students. This has been accomplished within the General and Developmental Studies Division of the College within stringent budgetary constraints. Without a systemized curriculum approach, STCC would undoubtedly have had to consider policies altering admissions standards denying access to those who are marginally prepared, as many of the other community colleges across the country have adopted.

To increase retention of students who are underprepared, the General and Developmental Studies curriculum/guidance plan was developed facilitating the "intra-college transfer" of students into associate degree programs which, by accreditation requirements, have rigid academic standards. These performance standards have necessarily dictated stringent admissions requirements into many of the Technical, Health and Business programs on campus. The policies for admission into specific programs are set by the academic departments and reflect the experience of the College in assessing student retention rates against prerequisite skills attainment. The General Studies Program guides underprepared students in programs of study based upon their selected field of interest as expressed in their applications to the

College. Faculty advisors are assigned to the students from the academic departments into which each student aspires to matriculate.

The General Studies Department has developed eight basic Cores of Study somewhat reflective of the Divisional curricula of the college:

- Core 1 - Transfer and/or Associate Degree Program
- Core 2 - Pre-Health
- Core 3 - Pre-Technology
- Core 4 - Pre-Engineering and Science Transfer
- Core 5 - Pre- Business or Service
- Core 6 - Bilingual Programs
- Core 7 - Special Students
- Core 8 - Part-time, non-matriculated

The group of students served by the General Studies Department consists largely of those who, by admissions criteria, would be labeled "non-traditional", "high risk" and generally "underprepared" to enter into rigorous academic programs. Many of these students cannot score well enough on SAT exams to place them into certain well-enrolled programs where competition for acceptance is high. Placement testing results are a key factor in determining which students will benefit most from the General Studies program; poor language skills and/or math skills and most definitely poor reading skills are primary indicators of a need for the support which General Studies will offer. High school transcripts also are utilized to determine which students are lacking prerequisite degree program requirements.

The General and Developmental Studies Program serves as a coordinative structure for the assessment and diagnosis of individual student needs and for corresponding prescriptive assignment of academic support services to underprepared students. Placement test scores, coupled with student high school transcripts, interviews and application to the college form the initial basis of a student profile which advisors utilize in the scheduling of students. The advising process is facilitated by a data-based Graduation

Audit system. This enables the faculty advisor to call the student's past academic history into immediate access; she/he can also compare the present academic attainment of the student to the graduation requirements. A formal acceptance into the Program of the student's choice by "intra-college transfer" is the ultimate goal towards which the student and the advisor are directing their combined efforts.

It is apparent that the General Studies Departmental approach to the bolstering of student proficiency levels has had a positive impact upon the morale of students who matriculated from developmental courses. Because each student is enrolled in a "Core" correspondent to his or her educational objective, the process of remediation and prerequisite skills building is specifically directed toward that individual's goal. Advisors and students come to know each other prior to a formal "intra-college transfer," enabling the advisor to impart to the student particular aspects of the student's chosen field as guidance toward the final career decision. (The reader is referred to the General Studies Student Information Booklet under Appendix A.)

A. General & Developmental Studies Program Objectives

1. To identify by placement testing, high school transcript, and interview technique those students whose prerequisites and basic skills proficiency levels would inhibit their academic progress in a chosen career field.
2. To systematically direct the limited resources of the College in developmental and prerequisite skills building activities specific to the individual educational objectives of 750 to 800 "high risk" students per semester.
3. To provide centralized direction of rescheduling, guidance, tutoring and the provision of other supportive services to "high risk" students

designed to minimize their attrition from the College.

4. To provide a system for monitoring the academic progress of "high risk" students toward "intra-college transfer".
5. To actualize the concept of the "open door" admissions policy as it impacts upon:
 - minority students
 - first generation college students
 - students of low socio-economic background
 - and other students who have traditionally been excluded from higher educational opportunity.

B. Enrollment

In the Fall, 1984, the General Studies Department enrolled 940 students. A profile follows:

Freshmen:	774	(82.3%)	Age:		
Sophmores:	166	(17.7%)	15 to 19	227	(24.14%)
			20 to 24	294	(31.2%)
Males:	330	(35%)	25 to 29	175	(18.6%)
Female:	610	(65%)	30 to 34	94	(10%)
			35 to 39	63	(6.7%)
Black	100	(10.6%)	40 to 44	24	(2.6%)
Hispanic	162	(17.2%)	45 to 59	22	(2.3%)
Non-Resident Alien	14	(1.5%)	60 +	12	(1.3%)
White-NonHispanic	468	(49.8%)	Unknown	29	(3%)
Other	189	(20.1%)			

The following table details the enrollment of the Division of General Studies by cores over a five year period. The most dramatic increase in enrollment is the Bilingual Program which more than doubled over that time.

GENERAL AND DEVELOPMENTAL STUDIES PROGRAM

ENROLLMENT ANALYSIS BY CORES

	F79	F80	F81	F82	F83	F84
Core 1 - Transfer	<u>258</u> 31%	<u>258</u> 33%	<u>153</u> 24.5	<u>216</u> 25%	<u>277</u> 28%	<u>303</u> 32%
Core 2 - Pre-Health	<u>275</u> 32%	<u>249</u> 32%	<u>192</u> 30.5	<u>238</u> 27%	<u>228</u> 23%	<u>231</u> 25%
Core 3 - Pre-Technology	<u>66</u> 8%	<u>79</u> 10%	<u>86</u> 14%	<u>145</u> 17%	<u>129</u> 13%	<u>76</u> 8%
Core 4 - Pre-Engineering & Science Transfer	<u>70</u> 8%	<u>56</u> 7%	<u>32</u> 5%	<u>45</u> 5%	<u>59</u> 6%	<u>69</u> 7%
Core 5 - Pre-Business & Service	<u>107</u> 13%	<u>69</u> 9%	<u>74</u> 11.5	<u>103</u> 12%	<u>109</u> 11%	<u>89</u> 10%
Core 6 - Bilingual Program (Intensive English Language Instruction)	<u>66</u> 8%	<u>72</u> 9%	<u>92</u> 14.5	<u>119</u> 14%	<u>159</u> 16%	<u>161</u> 17%
Core 7 - Special Students	--	--	--	--	<u>30</u> 3%	<u>11</u> 1%
TOTAL ENROLLMENT	842	783	629	866	991	940

ANALYSIS BY STUDENT OBJECTIVES

Working towards Liberal Arts/ General Studies degree	31%	33%	24.5	25%	28%	32%
Working towards qualification for career program	69%	67%	75.5	75%	72%	68%

A.B. Spring, 1981
Updated Spring 1985
Office of Institutional Research

The General Studies Program is open to virtually all applicants; and those students enrolling have the following characteristics:

Three out of four students come to prepare for one of the career programs, and 70 to 80% of those eventually applying to a career program have qualified. Since the completion of prerequisites for specific programs is linked to the student's academic profile at entry, this preparation may require one or more semesters beyond the anticipated completion time per program. Correspondingly, a study of June, 1982 graduates indicated that a majority had completed one or more developmental courses before advancing to college-level work.

A clearer indication of ethnic distribution is found in the next table. Students who indicated their ethnic background upon enrollment are distributed by cores of study. The 1983 data and 1984 are included for comparison. Increases in minority enrollment can be noted in the Bilingual and Health programs.

Springfield Technical Community College

Fall 1984

Enrollment - General and Developmental Studies

<u>Division</u>	<u>Am. Indian Alaskan</u>	<u>Asian Pacific Is.</u>	<u>Black</u>	<u>White</u>	<u>Hispanic</u>	<u>Other</u>	<u>Not Given</u>
Transfer		1	28	184	14	4	72
Pre-Health	1		34	153	9	4	31
Pre-Technology	1	1	5	44	3		18
Pre-Engineering/Sci. Transfer --			6	47	2	2	12
Pre-Business & Service --		--	25	32	7	3	22
Bilingual Program (Intensive English language instruction)	--	6	--	2	126	6	21
Special Students	--	--	1	2	1	--	7

Springfield Technical Community College

Fall 1983

Enrollment: General and Developmental Studies - Ethnic Totals

<u>Division</u>	<u>Am. Indian Alaskan</u>	<u>Asian Pacific Is.</u>	<u>Black</u>	<u>White</u>	<u>Hispanic</u>	<u>Other</u>	<u>Not Given</u>
Transfer	--	--	29	166	16	5	65
Pre-Health	--	1	39	134	9	7	30
Pre-Technology	--	--	9	70	3	3	34
Pre-Engineering/Sci. Transfer	--	1	5	35	3	5	15
Pre-Business & Service	1	--	21	44	10	1	21
Bilingual Program (Intensive English language instruction)	--	2	2	2	113	10	16
Special Students	--	--	9	13	2	--	7

C. Outcomes

The measurable evaluative data relevant to the General and Developmental Studies Program is categorized by the specific intent of students who enroll in the cores of the Department. Clearly retention of the disadvantaged student is a primary measurable objective. Secondly, the intra-college transfer of students into specific programs of choice upon completion of prerequisite educational competency is of great significance. Associate Degrees in General Studies are awarded at STCC, but further, since students transfer out of the General Studies Department and into career and other transfer programs, it is important to assess the impact of the Program on the graduates who receive degrees outside of an A.A./A.S. in General Studies. These three areas, then, 1) Intra-College Transfer, 2) Graduation Statistics, and 3) Retention/Attrition, form the data base for measurable evaluation of the General and Developmental Studies Program. (Break in attendance further complicates the accurate assessment of attrition from the General Studies Program).

Intra-College Transfer (I.C.T.)

Intra-College Transfer of students from the General Studies Department is a continual process. Students apply each semester for acceptance into individually chosen career and transfer programs. In Fall, 1984, 350 General Studies students applied for acceptance into other college programs of study. Of this number, 297 were accepted into the department to which they applied for an 85% rate of successful prerequisite skills building to intra-college transfer. The rate in other academic years has been within the vicinity of 75 to 85%. The students accepted ultimately enrolled in a wide

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variety of degree programs, some with relatively high entrance standards. The following table depicts the diversity of career choices of students who gain prerequisite skills through our General Studies Division.

Successful Intra-College Transfers
from Department of General & Developmental Studies

<u>DEPT. NO.</u>	<u>PROGRAM/DEPARTMENT TITLE</u>	<u>STUDENTS ACCEPTED</u>	Fall 1984
FA	Advanced Metals Machining Tech	3	
IA	Automotive Technology	4	
EB	Bio-Medical Technology	5	
BA	Accounting	5	
BP	General Business	8	
BK	Management	5	
BS	Small Business Mgt. Option	3	
GC	Civil Engineering Technology	3	
BO	Clerical Office Assistant	2	
EO	Computer Maintenance Technology	16	
AC	Cosmetology	4	
AO	Dental Assisting	2	
AH	Dental Hygiene	6	
NC	Early Childhood Education	3	
EE	Electrical Technology	2	
ET	Electronic Technology	11	
EP	Microprocessing Technology Option	2	
ME	Engineering Transfer	13	
ME	Computer Science Transfer Option	13	
AT	Gerontology	16	
GA	Graphic Arts Technology	8	
HP	Heat/Power/Air Conditioning Tech	9	
AM	Human Services	16	
IT	Instrumentation Technology	3	
GL	Landscape Technology/Plant Science	2	
EL	Laser Electro-Optics Technology	6	
NL	Law Enforcement	11	
LS	Liberal Arts General Studies	28	
LT	Liberal Arts Transfer	2	
FD	Machine Design Technology	4	
AA	Medical Assisting	20	
AL	Medical Laboratory Technician	6	
BM	Medical Office Administration	1	
AZ	Nuclear Medical Technology	1	
AN	Nursing	30	
AP	Physical Therapist Assistant	11	
AY	Radiation Therapy	1	
AX	Radiologic Technology	12	
AR	Respiratory Therapy	4	
AO	Nursing	-	
SE	Executive Office Administration	4	
BL	Legal Office Administration	2	
AO	Surgical Technician	14	
GT	Telecommunication Technology	14	
BW	Word Processing Management	1	

Intra-College Transfer
of General Studies Students
Into Career Programs

Fall 1984

<u>Ethnic Category</u>	<u>Number</u>	<u>Percent</u>
American Indian/Alaskan	3	1%
Black	27	8%
Hispanic	30	9%
White	236	73%
Asian/Pacific Islander	2	1%
Other	11	4%
Non-Resident Alien	<u>13</u>	<u>4%</u>
TOTAL	322	100%

Graduation Statistics

a. General Studies Degrees Conferred:

Jan. 1981	37
June 1981	41
Jan. 1982	27
Jan. 1983	20
June 1983	40
Jan. 1984	16
June 1984	34

- b. A clear majority of our successful students complete developmental courses before advancing to college-level work. The proportion in the college-wide study was 56.4%; in General Studies, 76.4% for the June, 1982 class.
- c. Among the graduates of career and other transfer programs in June, 1982, (N = 1027), 17.9% had spent one or more semesters in the General Studies department.

Retention 1984-85

Analysis of non-returning students from the General and Developmental Studies Department in Fall 1984/Spring 1985 indicates that 57% of the 940 students who enrolled in the program in the Fall returned to the program in the Spring semester. The inverse of this figure can not be counted as true attrition since 99 or 10% of the students who enrolled in Fall and did not return completed the purpose of their enrollment in the program. The following tables detail those purposes which include admission into career programs via intra-college transfer, institutional transfer, transfer to

the Division of Continuing Education and other personal objectives.
 Attrition would be most appropriately assessed at 33%. Those leaving because
 of unsatisfactory progress (22%) are currently the subject of further study.

General Studies Analysis of Student Enrollment
 Fall '84 to Spring '85

Registered for Fall '84 semester			940	100%
Returning Spring '85 semester				
to General Studies	536	57%		
ICT to career programs	51	5%		
to DCE	10	1%		
Not Returning:				
Fulfilled purpose of F84 enrollment	38	4%		
Military service	1	--		
			636	67%
Not Returning				
A. Making unsatisfactory progress	197	21%		
No QPA				
No QPA Fall '84 semester				
Unsatisfactory QPA				
Academic suspension				
No grades available: presumed to have completed no courses				
B. Other academic reasons	7	1%		
Category includes:				
Inappropriate curriculum				
Poor relationship faculty/staff				
No motivation				
C. Citing financial reasons	16	2%		
D. Citing personal reasons	51	5%		
Category includes:				
Medical reasons				
Relocation				
Planned break in attendance				
E. Transcripts indicate satisfactory QPA but no further data available	8	1%		
F. No information	25	3%		
			304	33%

Attrition at STCC is very difficult to assess. Many apparent "dropouts", we have determined, are, in fact, "stop-outs". A significant number of graduates have "breaks in attendance". In 24 degree programs studied, 19.8% of the June, 1982 graduates had an average of 1.36 "breaks in attendance". Our contacts with students support the fact that, overwhelmingly, "breaks in attendance" relate directly to the pressure of personal factors.

Students cite:

- the failure or excessive difficulty of child care arrangements;
- illness of the student or of a family member;
- interrupted funding;
- need to work full-time or to change to another shift;
- impending changes in personal status;
- relocation.

The College is working to remedy many of the problems which cause the patterns of "breaks in attendance" including providing support to the development of a Day Care Center which was opened in Fall of 1984, expanding scholarship support, and providing specialized counseling services.

Section 2 - Developmental English Program

Command of basic writing and reading skills is essential for success in college-level academic courses and for continued success in professional careers. The College's humanities division has assumed the responsibility for providing students with that necessary foundation through its Developmental English department. Approximately 50% of entering students at Springfield Technical Community College are determined by placement testing

to fall below acceptable college-level verbal competency. This performance pattern has prompted the development of specific remedial programs to serve the needs of these students.

A. Developmental Writing

Significant numbers of entering students lack the ability to write well enough to profit from a traditional freshman composition course. To meet the needs of those students, the College has implemented a developmental writing course, Communication Skills (LD 099), to provide remedial study in grammar and principles of composition. This course, which does not carry graduation credit, is a prerequisite for Composition I (LE 100). Nearly 50% of incoming students must complete this course before beginning freshman composition.

Developmental writing is taught in two distinct ways. One pattern is a fairly traditional lecture course in which students are taught principles of grammar and sentence structure in class and are required to practice writing paragraphs and short essays in class and outside of class. The other pattern, instituted in the Fall of 1984 after several members of the faculty spent the summer working under a curriculum development grant, seeks to employ the concepts of mastery learning in a modularized course. In this plan, students proceed at their own pace through a module of grammar and mechanics, a paragraph module, and an essay module. Grammar is not taught in class; rather, students work through a series of units which cover the basic principles and take mastery tests in the developmental writing Testing Center. Class time is given over to individual writing conferences as students work through their paragraph module, and later, their essay module. In this plan, students may earn one, two, or three credits in a semester.

Those who do not complete all three modules must return to the course in a subsequent semester to finish the developmental writing requirement.

Both patterns of instruction make some use of tutorial support services. Professional tutors and peer tutors associated with the testing center provide significant assistance to students enrolled in developmental writing. The tutors serve as a support to the teaching faculty and insure that students will receive extra assistance as they require it.

B. Developmental Reading

Just as a significant percentage of entering students lack the expected abilities in writing, a large number of students have deficiencies in reading which make it difficult for them to succeed in college courses and to gain admission to specific programs which they may desire. In order to serve these students, the College has instituted a developmental reading program. Unlike developmental writing, however, developmental reading is not a required course or a prerequisite for other courses. Students who enter developmental reading select the course upon the suggestion of advising personnel. Those who perform at a low level on the Nelson-Denny Test and those who wish to improve their reading competency in preparation for program admission requirements are often encouraged to take reading.

Developmental Reading is taught at three levels. One course is reserved for those students who are severely hampered by low reading ability. This course serves students whose vocabulary and comprehension scores on standardized reading tests place them below a sixth grade equivalency. The second level of reading instruction addresses the needs of students who fall anywhere between seventh and twelfth grade level equivalency. The third

reading course, taught through the Developmental English department, but credited as an English elective, is for students who have a relatively high competence in reading, but wish to improve in anticipation of Scholastic Aptitude Tests.

Instruction at all three levels of reading involves both formal classroom instruction and individualized learning plans. Every student in reading is given a set of drill and study assignments to meet his or her specific needs. Completion of these prescriptions for learning requires the student to spend time working through a sequence of assignments in a variety of instructional media. The instructional materials are presented to students in the Developmental English Reading Lab. As with developmental writing, the reading program makes significant use of tutorial personnel.

C. Developmental English and English as a Second Language

Students for whom English is not a native language comprise a significant portion of those enrolled in both developmental writing and developmental reading. And, while the ESL program at the College is not part of Developmental English, there is an important articulation between the two. For many non-native speakers, developmental courses provide the transition between ESL instruction and traditional college-level courses. Because of that, there are services which are offered through cooperation between the two programs.

One important cooperative venture is the Tutorial Listening Center. This facility provides ESL students and other non-native speakers with access to audio-tutorial equipment to help them to improve listening, speaking and reading skills. Students using the Tutorial Listening Center may avail

themselves of opportunities for additional study and practice and may work directly with tutors hired under the auspices of the ESL program.

Two hundred forty-three (243) Hispanic students are at present enrolled at Springfield Technical Community College. Most of the Hispanic students are from backgrounds that have to be described as educationally deprived. Their educational disadvantage is clearly evidenced by the fact that 40% have not graduated from high school and have only been able to enter the College through having passed the GED examination. Many of the others have received their high school education in Spanish. One hundred fifty students are presently enrolled in English as a Second Language courses at Springfield Technical Community College.

Three different levels of English as a Second Language (ESL) are offered. Placement into relevant courses is made upon the assessment of individual test scores of the Michigan Test series. The existence of three levels permits careful attention to students with the greatest linguistic needs by allowing the first level to become very basic and addressing the needs of students with very little knowledge of English. The ESL courses presently offered at the College are:

- | | |
|-----------|---|
| Level I | English as a Second Language I
English Reading and Comprehension I
Basic Conversation I |
| Level II | English as a Second Language II
English Reading and Comprehension II
Basic Conversation II |
| Level III | English as a Second Language III
English Reading and Comprehension III
Basic Writing Skills |

Educational research shows that foreign students tested in a language other than their native language do not score as well on standardized academic tests as

do their peers. Accordingly, the College, aware of the language barrier confronting the Hispanic students who take the College Board exams, instituted a special SAT testing program in 1976. STCC continues to offer the Hispanic student with limited-English proficiency the opportunity to take the SAT test in the Spanish language. This test is offered in Puerto Rico to high school juniors and seniors by the same College Entrance Examination Board which offers the SAT.

STCC undertook this effort to insure that the Hispanic students wanting to enter a career program would be tested in their own language. This effort is offered by the Bilingual Office in conjunction with our Continuing Education Placement Office once a year. At least 300 students have taken this test, known as the Prueba de Aptitud Académica (PAA) since its inception at STCC, and a large percentage were able to transfer to career programs at STCC and other colleges and universities.

D. Outcomes

The outcomes of student performance in the Developmental English courses are difficult to assess. Factors external to the teaching methodologies often impact on the retention of students within the developmental courses. In the Spring 1984 semester, a survey of "high risk" students was conducted. This survey utilized a sample of 52 STCC students enrolled in Reading Comprehension programs as the base for statistical analysis. Probably the most significant responses to the survey are found in the student answers to the questions concerning "changes that would help me most at STCC".

The survey indicated that counseling and advisement were definitely considered by students as changes which would provide the most significant support, followed by increased tutoring assistance for this group of high risk

students. The four most frequent responses from this survey are summarized below:

46.2%	Personal Counseling	(n = 52)
42.3%	Career Counseling	(n = 52)
28.8%	Academic Advising	(n = 52)
25.0%	Increased Tutoring	(n = 52)

The sample above was randomly selected from four classes of Remedial Communications Skills. The total minority population in these four classes totalled 84.7%; 28.8% were Black and 46.2% were Hispanic.

A longitudinal study at the College in 1982 indicates that approximately one-third of the special students who withdrew with failing grades had placed at or below eighth grade level in reading comprehension scores when they entered the College. The majority of the students who are matriculating through communications skills are enrolled in the General Studies Department. Our attrition statistics within the General Studies Department indicate that 21% of attrition from that department is the result of academic failure; and that academic failures are directly skewed toward the greatest deficiencies in reading comprehension levels of entering students.

E. Funding

English as a Second Language instruction is the only Communication Skills course which is not fully supported by STCC's State appropriation in 1984-85. One-half of one FTE, ESL instructor is currently supported by grant resources. The balance of Developmental English/ESL instruction is funded by the Commonwealth. The total faculty support to this endeavor approaches \$157,000 annually of which \$65,000 supports ESL instruction. Additionally, our FY1985 budget is supporting the acquisition of hardware and related software facilitating the modularized Computer Assisted Instructional development of the program for which \$63,000 has been expended this year from the 15 account.

F. Plans for the Future

The College may anticipate a continued need for remedial services in writing and reading as long as the population of entering students displays a lack of basic verbal skills. There is no reason to believe that this need will disappear and current projections for future enrollment at STCC indicate that, if there is any trend which will impact on Developmental English, it is one toward an expanding need for developmental courses to provide students with a foundation for success. With that thought in mind, the Developmental English department has been studying ways of improving its delivery of instruction. The department intends to focus its efforts in the following three areas:

- (i) Implementation of computer assisted instruction
- (ii) Expansion of the reading program
- (iii) Expansion of tutorial and support services

Considerable effort has been expended by the faculty in Developmental English to learn and access the Plato System of coursework as it pertains to basic skills development in reading and writing. The system is based at the University of Massachusetts at Amherst and it is possible to access the system through IBM PC's equipped with phone modems. Those terminals which are connected to Plato have enabled the department to begin experimental use of Plato materials in developmental reading and writing classes as part of the first data communication link between a community college in Massachusetts and the Plato system at the University.

The Plato system was developed by Control Data Corporation and the University of Illinois at Urbana. It consists of approximately 8,000 hours of Computer Assisted Instruction and features which permit record keeping and management of computer instruction. The clear advantage of such a system is that it permits the application of instructional techniques which we have not heretofore been able to

employ. Self-paced instruction with effective feedback and mastery learning become viable alternatives when this educational technology becomes part of the repertoire of instructional strategies. Initial evaluation by our faculty is that the developmental course work package is excellent and plans proceed for full implementation of computer-based materials.

The reading courses at the College provide important assistance for students who lack necessary reading and textbook skills, but the courses serve only a small percentage of those students who would profit from them. This is due in large part to the fact that reading, unlike developmental writing, is not a required course. At present, the department is working in conjunction with the General Studies and Developmental Studies division to expand reading instruction. More students are being advised to elect reading courses as part of their initial work at the College and plans are being made to teach reading in the content areas through cooperation between the reading faculty and instructors in a variety of introductory courses. At the same time, efforts are being made to make some of the content of reading instruction available for independent study. A case in point for this is the recent acquisition of SAT preparation software. These materials will make it possible for a student to undertake an independent sequence of lessons to prepare for a standardized aptitude test without registering for a credit course which may not fit into the student's schedule.

As mentioned earlier in this section of the report, the Developmental English department makes use of tutorial services in the process of delivering instruction. There are peer tutors associated with the Reading Laboratory and peer and professional tutors who work in the developmental writing Testing Center. As the department begins to implement more self-paced instruction and makes greater use of auto-tutorial materials, particularly computer-assisted

lessons, there will be a continued need for tutors and a growing need for clerical and administrative support services.

The newly developed modular approach to developmental writing has been fortunate to receive financial support for a full-time coordinator of tutorial services from the Humanities division budget, but the reading program lacks such a coordinator. Even in the case of the writing program, the funding source is not secure and, without a coordinator of support services, this variably paced course could not continue. We perceive that the department's most pressing need in the coming years will be for a full-time and regularly funded coordinator of tutorial and support services. With such a position created and filled, the Developmental English department would be able to integrate existing services for writing, for reading, and for non-native speakers with planned efforts in computer assisted instruction. We believe that an efficient integration of these varied services will ensure that the College continues to meet the needs of its students for remediation in basic verbal skills in the best possible manner.

Section 3 - Developmental Mathematics

In the Fall 1984 semester, 1205 entering students were tested for placement into Mathematics courses; more than 91% did not score well enough for placement into College-level courses. The table below illustrates the pattern of consistently high percentages of students who fall below college-level mathematical competency.

MATHEMATICS PLACEMENT TESTING RESULTS OF
ENTERING STUDENTS: FALL 1980 - FALL 1984

Year	Total Tested & Placed	College Level		Developmental Level	
		Placement	Percentage	Placement	Percentage
1980	1267	137	11%	1130	89%
1981	1514	156	10%	1358	90%
1982	1392	155	11%	1237	89%
1983	1244	145	12%	1099	88%
1984	1205	103	9%	1102	91%

A. The Individualized Learning Center

The Developmental Math Center has always been one of the strongest assets the college possessed in the area of developmental and remedial education. The focus of the associate degree programs at STCC in Health, Business, Engineering and Technical fields requires considerably more than a minimal mathematics proficiency for successful matriculation through courses of study. The extreme diversification of student abilities in mathematics led the College to develop an audio-tutorial mathematics center more than ten years ago to better meet the individualized needs of instruction. This mode is now being upgraded to computer-assisted instructional capacity to further reduce attrition from

developmental math courses and to begin exposure of students to the computer analysis of numbers, the evolving trend for handling mathematics in industry and business. The College has devoted considerable effort during the current academic year to the development of CAI courseware in developmental mathematics which will be implemented in the 1985-86 academic year. The increased use of computerization in the Center will enable STCC to significantly better serve students' needs. The Center will have the potential of serving over 1,500 students each semester.

Drill and practice, testing simulators and tutorial modules are all part of the CAI coursework package. Current plans are that new students coming into the college and testing at the arithmetic level would be the initial group to use the CAI facilities. This would allow them to work under normal circumstances with the CAI technology until their developmental work was complete. The CMI function will allow the faculty to track the students much more effectively. Supporting all this is the fact that an interactive, user-friendly CAI package is much more interesting to the average student compared to outdated audio-tutorial techniques.

Conversion of the audio-tutorial math labs to CAI mode must commence in the developmental areas and expand in subsequent years to the college level mathematics curricula. Equipment, technicians, a faculty member in developmental math and instructional support staff are requested in the FY 86 budget to support this objective serving 1,600 students.

8. Bilingual Mathematics

The College employs a bilingual mathematics instructor, funded by a federal grant. The information to students utilizing the I.L.C., including the Student Information Booklet, is also available in Spanish.

Close to 100 Hispanic students enroll in three sections of the Bilingual mathematics course each semester. Courses are instructed in the traditional classroom mode, as well as in small group tutorial sessions. Developmental level courses which do not carry graduation credit and college-level courses are available to Hispanic students. The Hispanic student who is not proficient in English language skills receives English as a Second Language instruction during the semester, as well as Bilingual Math instruction. Accordingly, when the student progresses into subsequent math coursework, he/she should be linguistically capable of entering into English language instructed mathematics courses in the I.L.C.

The Bilingual Mathematics course, therefore, prepares the student for the regular mathematics programs at the college. It complements the E.S.L. program in preparing the Hispanic student for college-level programs of study, which are instructed in the English language.

C. Outcomes

More than 3200 credits of mathematics are earned annually by students matriculating through the Individualized Learning Center. Most students enroll in three credits of mathematics during a semester. They progress at individual learning rates. Some students require more than one semester to complete the credits attempted; some students, on the other hand, complete six or more credits of math in one semester. The most positive outcome of the I.L.C. is the capability for students to progress at individual rates of comprehension. The system ensures that each student masters prior competency levels prior to advancement into subsequent subject matter. It strengthens the individual's foundations of mathematics competency for additional coursework which follows.

D. Funding

As previously stated, federal funds support our bilingual mathematics instruction at the present time; they total \$12,000 annually in direct salaries and related fringe benefits. The I.L.C. operates many classes, both remedial and college-level simultaneously. Since 2,500 students are served annually by the Center and since at least 1,000 of these students are enrolled in developmental math courses, approximately 40% of the math faculty budget supports this endeavor. Assuming the 40% ratio of developmental math instruction, an estimate of \$400,000 can conservatively be assessed as expended annually at STCC in support of Developmental Mathematics. Students must be exposed to the technology of the present in solving mathematical problems in order to be prepared for immediate employment (and, most certainly, for employment in the future). Since almost 90% of entering students at STCC require some pre-college math instruction, it is most advantageous to immediately expose these students to the computer as a tool for problem solving at their individual entering levels of proficiency. This enables the instructor to build with these students, not only competency and confidence in mathematics skills, but related computer application experience as well.

Our students must become confident in manipulating numbers for diagnostic and prescriptive medical purposes, for calculating the mechanizations of high tech industries, for long-range budgetary planning and tax preparations in commercial and other trades, and for other responsibilities which confront them in the world of employment. Increasingly, the computer is the tool of these modern trades. A priority of our FY1986 Budget will enable STCC to commence an upgrading of the Individualized Learning Center, shifting from audio-tutorial to CAI-tutorial instructional modes.

Section 4 - The STCC Tutorial Assistance Program (T.A.P.)

A. Program Description

The STCC Tutorial Assistance Program is designed to provide academic support to students in all program areas on campus. The tutors for this program are STCC students, chosen by their faculty advisors and regular teachers for work assignments based upon academic proficiency and accomplishment in a particular subject area. The project design is "students assisting students" and by its nature, the T.A.P. program provides considerable benefits to tutors and students tutored. The student receives academic tutoring in a subject area of weakness. For the tutor, T.A.P. provides other benefits. It serves as employment for the tutor, and, since many of the tutors are financially disadvantaged, it serves to some extent as financial aid, although selection as a tutor is not based solely upon financial hardship. Also, the T.A.P. program serves as a reinforcing educational medium for the tutor since the tutor is working in a skills area which he/she has mastered. For many T.A.P. tutors, the work is personally rewarding.

The ratio assignment of T.A.P. tutors is made annually to each department by the Dean of Academic Affairs. The responsibility for individual tutorial assignments and selection of tutors lies with each academic department. The payment of students working in the T.A.P. program is handled via the Financial Aid Office and the STCC Business Office.

During each academic year, the assignment of tutors to individual academic departments is made on the basis of expressed need. Some departments, and in particular, Mathematics, Developmental English, Business, and the physical sciences, always have required a high utilization of T.A.P. personnel.

B. Funding

The total Tutorial Assistance Program budget for FY1985 is approximately \$40,000. T.A.P. costs are borne, in part, from the U.S. Department of Education Special Student Services Grant. The major source of support, 75%, is derived from State Disadvantaged Funds.

C. Outcomes

It is projected that, before the close of the 1984-85 academic year, close to 11,500 hours of individual and small group tutorial assistance will be provided under the STCC T.A.P. program. The actual numbers of students tutored are not easily assessed. Although each tutor files a work report indicating the number tutored, the hours worked, and the subject matter (all of which are verified by a faculty member), the size and scope of the T.A.P. program and staffing shortages have prevented an actual analysis of the work reports for a more comprehensive evaluation. For some students, just a little academic assistance is necessary to help them through a certain segment of a course, or perhaps to serve as reinforcement if a student has been ill and missed classes. For other students, the T.A.P. program is an essential and integral part of the educational process; they use the T.A.P. services continually throughout the academic year in one or more subjects. This is particularly true of students who are educationally disadvantaged prior to entrance into STCC, and of students who are struggling to overcome linguistic barriers. A special need for T.A.P. support can be recognized relevant to handicapped students. As a rule, students who have sight, hearing, or physical limitations definitely need tutorial assistance.

Section 5 - Academic Advising System

Every entering student at the College is assigned an academic advisor from within his or her academic program. Long before this faculty advising process was mandated by the Collective Bargaining Agreement, the College was committed to the idea that faculty within a student's discipline, are the best resource tool for academic advising. Many departments are small enough so that routine contact with advisors is the norm. Also, in many cases, advisees are in the classes of their advisor. Further, and most importantly, the advisor is expertly competent in advising the student in his career or transfer plans.

For students enrolled in the General and Developmental Studies program, academic advisors from the liberal arts disciplines are individually assigned. However, an additional support system, described elsewhere in this report, is in place to assist in counseling and tracking their academic progress. To assist in this process, a computer-generated degree audit system was pilot tested in this program and has now been expanded to the Business Administration department. Future plans call for its implementation college-wide. The degree audit provides the advisor with useful information about the student's progress in meeting the particular requirements of his or her program and alerts the advisor to academic deficiencies and potential problems. This has proven to be a valuable tool for advisors, especially during the registration process.

Students are required to see their advisors during the first week of each semester to submit a copy of their academic schedule and "touch-base" with them. Any change that a student wishes to effect in his/her schedule must have the advisor's approval. Also, during the course of the semester, if a student wishes to withdraw from a course, the advisor must sign approval as well as the instructor in the course. In each of these transactions, the advisor is expected to keep accurate files on his/her advisees.

Students again visit their advisors during the ninth week of the semester to pre-register for the coming semester. It is again the advisor's responsibility to assist the student in selecting courses that help the student complete successfully his/her program requirements. In any case, the advisor must indicate final approval by signing the registration form. At the same time, the student may discuss progress in current courses based on mid-semester grades, given by the faculty and distributed at the time of pre-registration by the advisor. Also, for those students intending to graduate at the completion of the following semester, the student and his advisor review the program requirements, certify the potential graduation possibility and complete the required forms for the Registrar.

Routine Advisor Training is an important ingredient in the Advisory Process. Currently, advisors meet in discipline groups at the beginning of each semester and prior to pre-registration to review any changes in procedures or requirements. However, attention is now being given to providing advisors with more formalized training in workshop sessions. This new thrust is important not because the faculty and dedication of the faculty is waning, but because the demands of retention strategies necessitate additional awareness and attention on the part of the advisor. To this end, a series of academic advising and retention workshops is being planned for the Fall, 1985 semester.

The specific responsibilities of the academic advisor are delineated in the Faculty and Professional Staff Handbook.

Besides conducting advising workshops and its expansion of the Degree Audit system, the College is investigating other ways to improve the system and aid in the retention and success potential of its students. Traditionally, new students are evaluated on the basis of their transcripts and placement test scores and are scheduled prior to the beginning of classes. They review their pre-selected schedules at orientation. Until now, this has been an expedient and practical method of handling such scheduling. However, the institution is now pilot testing

a method in which new students, once accepted and placement tested, would schedule an interview with an academic counselor for a one-to-one course scheduling procedure. These students benefit from a more personalized scheduling which they more clearly understand, as well as the rapport that is generated from the personal interview approach.

Also, the College is planning the development of a central academic Advising and Retention Center. The purpose of the center would be, primarily, to service the General and Developmental Studies population, but in truth its overall mission is the larger student body. It would function in crisis intervention when a student is in need of advising and is not able to contact his or her advisor. Also, in the case of the larger academic departments, the entire registration process might emanate from this facility because of its central location to other student services and because of its computer capabilities. In such cases, the academic advisors from the affected department(s) would work out of the center during the registration period. At other times, student-oriented advisors from various disciplines will staff the center, possibly on a reduced personal advisory basis.

These plans have already been outlined in the Five Year Long Range Plan of the College and in the FY86 Budget request proposal.

Section 6 - Counseling

A. Special Student Services Program

The need for special instructional and guidance support for the institution's sizable enrollment of financially and educationally disadvantaged students continues to be a high priority at STCC. The college has been servicing the needs of some of these students through its Special Services program. This

federally-funded project (Department of Education-TRIO) is designed to help students who are in need of supplemental supportive educational services to achieve their academic goals.

1. Enrollment

STCC's Special Student Services to Disadvantaged Students Project addresses the needs of 200 students. At least two-thirds of the project participants may be classified in one of the following categories:

1. First generation college students in need of academic support
2. Handicapped
3. Limited English-speaking

The current funding has a duration of 36 months, divided into subsequent periods of 12 months each. Currently, the program is operating within the fifth twelve-month period of the project. The project began September 1, 1980, and will end August 31, 1987. The special services which the Project provides mainly address the identified needs of the 200 student participants, and are coordinated with additional special services to disadvantaged students provided through the State appropriation and the State Disadvantaged Student Grant.

2. Objectives

The project operates to achieve the following objectives:

Academic Attainment Objectives

1. To improve the basic skills of participants by assessing their needs and providing the developmental courses that are appropriate.
2. To provide special academic counseling that will enable participants to understand thoroughly program options and select the courses leading towards graduation in the most efficient manner.

3. To provide information and training on study habits, conducive to modifications in study patterns that will improve academic performance.
4. To improve tutorial assistance that will help participants cope with academic demands more effectively, both at developmental and regular program levels.

Motivational and Cultural Objectives

1. To provide academic guidance counseling in order to promote an efficient adaptation to college life and to academic demands, and to insure that participants make the best use of the supportive services in the College and are thoroughly informed about the services available.
2. To provide career counseling to participating students, in order to establish a basis for appropriate program selection and improve interest in career chosen.
3. To provide referral services in relation to agencies within Springfield and assist the students in the solution of personal problems, inhibiting stability and academic success, through such referrals.
4. To provide the opportunity of cultural experiences to participating students in order to enrich their cultural interests and remedy cultural deficiencies. Project activities pursue these objectives.

3. Outcomes

To successfully complete their remedial work in the General Studies Department, most students in the program need intensive academic and guidance counseling. Those who receive such assistance, through the College's

federally-funded Special Services Project tend to have better grades, retention rates, and chances of intra-college transfer into an occupational training program than the 500 General Studies students annually who do not.

Indeed, the success of STCC's Special Service Project suggests the importance of providing intensive academic counseling and tutorial assistance to all educationally disadvantaged students. A study conducted by the College provides impressive evidence of the positive impact of such intensive assistance:

A group of 185 General Studies students, who received specific support under STCC's Special Student Service Project during academic year 1980-81, was followed and assessed in a comparative study against the overall campus enrollment. Although assigned to the General Studies Department because of poorer educational preparation and test scores than prevail for the enrollment of STCC as a whole, the 185 Special Student Services group members exceeded the overall campus retention rate by 7% at the end of the year. Only 20% (37 students) of the study group were failing coursework at the time of withdrawal. Fifty-nine of the 185 Special Services students in the study had made sufficient academic progress for acceptance by intra-college transfer into career programs of choice within the year of the study. By the following year, 110 of the original 185 students were still enrolled in the program. Thirty-two students completed their degrees within the year of the follow-up study.

4. Funding

Special Student Services is funded by a federal grant of \$105,000 annually. This supports 2 FTE academic counselors, bilingual math instruction, tutoring, cultural activities and clerical assistance.

B. Services to the Handicapped

1. Enrollment of Handicapped

Approximately 150 handicapped persons attend STCC. These individuals have physical and/or mental limitations which are of varying degree of severity and which affect academic progress individually.

2. Support Services

STCC employs a full-time counselor for handicapped students. This individual coordinates all services available on the campus and in the community (by referral) to support individual student needs. The College provides free van service to, from, and around the campus for handicapped students and, additionally, provides three power wheelchairs to assist nonambulatory students. Additionally, the College owns specialized equipment which physically handicapped students may use. These include a TTY telephone device for deaf students, a talking computer terminal, a talking calculator and braille typewriter and magnifiers. The college employs tutors to assist handicapped students under the T.A.P. program. These peer tutors often assist by taking their own notes in class on automatic duplication paper providing an extra set for the student who is unable to do so for him/herself.

3. Funding

Approximately \$32,000 is expended annually to support Handicapped Services (exclusive of the T.A.P. support to the endeavors). Of this total, about \$8,000 is from federal sources. The balance, \$24,000, is from State Disadvantaged Student Funds.

C. Bilingual Counseling

1. Services to Hispanic Students

The College employs three full-time bilingual counselors. These individuals work within the General and Developmental Studies and Special Student Services programs, and coordinate to provide the services needed by this group of more than 200 students.

2. Funding

Approximately \$75,000 annually supports bilingual counseling at STCC. Of this total, \$30,000 is from federal sources and \$45,000 is from the State appropriation.

D. Adult Women Students

1. Enrollment

Slightly more than half of STCC's enrollment is comprised of women. This is comparable to national statistics which indicate that 53% of community college enrollments are comprised of women. At least one-third (about 600) of the women students who attend day classes at STCC are over 25 years of age; this is again comparable to national statistics. There are two major minority groups of students at STCC, Black and Hispanic; 70% of the minority students are women. Of the Hispanic female students, the majority (75%) are over 25 years of age; they experience language and cultural crises, in addition to other barriers faced by the Returning Adult Woman.

Increasing numbers of Returning Adult Women from low socio-economic backgrounds are turning to the affordable and accessible community college campus in order to secure the job skills necessary for self and family support. They enter the College with varying degrees of academic and emotional preparedness and with a complex set of personal circumstances dictated by their traditional roles as wives and mothers adjusting to changing lifestyles.

2. Conceptual Framework

A study by Ruth McClain, Ed.D., elucidated the characteristics of a group of 686 Returning Adult Women at STCC.

Interestingly, this study revealed that the Returning Adult Women student had clear goals established and that attrition of this group of students was not a normal "drop out" but rather a "stop out," caused in many cases by external problems which interrupted the concentrated study of the adult female.

Dr. McClain's analyses indicated that the development and implementation of certain specific procedures and services would most definitely enhance the recruitment and retention for the Adult Woman student matriculating through programs on the community college campus:

"Those who responded offered numerous and varied ideas. The most frequently made suggestions were: a childcare facility, a career counseling service, and Adult Women's support group, a personal counseling service, and flexible course scheduling."¹

In response to the findings which were assessed by Dr. McClain's study, the Returning Adult Women's Center opened in the Fall of 1982, staffed primarily with Adult Women on work study funding. The Center has proven to be the peer support

¹ Ruth S. McClain, "An Assessment of Needs of Adult Women Returning to Higher Education at Springfield Technical Community College, Springfield, Massachusetts," (Ruth Stellatella McClain, 1979), p. 88.

facility which was identified as necessary by the women in Dr. McClain's study. A full-time counselor is now providing personal counseling and referral. Further, the Center has begun to offer workshops on assertiveness, on legal issues, on parenting, and on time and stress management.

The College worked with students and faculty toward the establishment of a private non-profit day care center on the campus. In the Fall, 1984 semester, the Armory Square Day Care Center opened its doors to an initial enrollment of 18 pre-schoolers. Plans are underway for expansion of the center to serve upwards of 80 children, including toddlers and infants. This will expand access and increase retention of adult women for whom child care has been a major problem.

3. Funding

The Returning Adult Women's Center is funded from non-State sources. Many of the counselors are "peer" counselors who assist women like themselves in transition. Grants to support Displaced Homemakers and funds from the Division of Continuing Education have provided the majority of the support which annually is approximately \$20,000. The Displaced Homemaker Program is further discussed in the Community Services section of this document. The Day Care Center is operated on a tuition basis and welfare child care subsidies are accepted.

Section 7 - Budgetary Consideration of Special Student Retention Activities

The services discussed in this report meet the most pressing needs of disadvantaged students who enter STCC. While we point to these accomplishments with pride, we recognize that there is still much which must be developed and implemented to fully ensure access for all segments of our service area population.

To date, the College has directed substantial funds into supportive services for "non-traditional" students. In the FY1985 Budget Request, four of sixteen initial academic budget priorities were requested for developmental and support services. This budget, upon final revision, supported six priority areas, and three of the six FY1985 budget priorities were for strengthening academic services to disadvantaged students. These included:

\$86,667 for Replacement of Adjunct Faculty in Developmental Math and English
\$63,000 for Initiation of Computer Assisted Instruction in Developmental English
\$27,000 for Institutionalization of Special Student Service Support

Additionally, \$160,000 was requested to support the State Disadvantaged Student Program; \$75,648 was funded in this category in FY1985.

In addition to the above budgetary requests, STCC applied for a United States Department of Education grant under the Special Student Services Project and was awarded \$105,000 per year over three years to assist 200 academically disadvantaged students. Proposals were also written to support the Career Awareness Project, funded by the Regents at \$90,000; to support "Older Workers" (55+ years of age), funded by JTPA at \$80,000; to support Displaced Homemakers, funded by the State Department of Education at \$15,000; and to support disadvantaged students entering into health careers under the U.S. Public Health Service HCOP program at \$140,000, but this project was not funded in FY1985 and was rewritten for consideration of FY1986 funding.

In total, new projects and proposals for close to one million dollars were developed at STCC for the 1984-85 academic year to expand existing, and implement new, specialized services to "non-traditional" students; \$540,000 of these requests were funded. This enabled the College to increase its \$900,000 budget for support services to those students with the greatest need, resulting in a special services budget of \$1,429,100 (exclusive of financial aid support) in 1984-85.

STCC's FY1986 initial State Budget Request included nine academic and administrative priorities. Of these, three supported developmental, remedial and supportive services, in whole or in part. The revised FY1986 budget contained seven priorities, of which two entirely reflect disadvantaged student concerns. In total, including the Career Awareness Project (School/College Collaborative), the Developmental/ESL Reserve, the State Disadvantaged Student Program and the two special programs requested as regular priorities in the FY1986 budget, STCC initially requested more than \$1.3 million for new programs to support academically disadvantaged students. The Regents' recommended support of in the vicinity of slightly more than half a million dollars. The Governor and the Legislature substantially cut this recommended sum. Our budget will again be supplemented by federal and other grant sources as the needs of students dictate during the 1985-86 academic year. Accordingly, it is anticipated that the FY1986 budget from State and grant sources supporting services to disadvantaged students may total more than two million dollars, exclusive of financial aid support.

PROGRAM	PROJECTION	CURRENT STATUS
A. Placement	Add one Staff Assistant. Employ part-time Director of Alumni Affairs.	.5 Job Developer hired. Deferred due to lack of funds, however, Office is now open part-time with volunteer staffing.
B. Office of the Dean Student Services	Refurbish Dean of Student Services Office.	Deferred due to lack of funds, new projected completion date, 1986-87.
C. Registrar	Add one clerk-typist. -----	Position filled, Fall 1984. Pre-registration, though not included in the original Five Year Plan, is now a reality.
D. Counseling	Add one counselor for handicapped now on grant funding. Develop Audit/Advising System for most departments (SDIP Project). -----	Deferred due to lack of funds. Position continues on grant monies. Project not funded, however, audit system is in place for General Studies and Business Administration. Add one full-time bilingual counselor (grant-funded).
	Develop a student tracking system for analysis of student retention and progress. Hire a part-time Physician/Consultant.	Preliminary plans are finished, details of system will be finalized during Summer 1985. Physician hired Fall 1984.
E. Student Activities	Recruit and hire Assistant Director. Establish Day Care facilities on campus. Purchase and equip another van for handicapped students.	Deferred due to lack of funds. Day Care Center opened Fall 1984. Contractual services explored and deemed appropriate as services to transport handicapped students.
F. Athletics	Renovation of Physical Education facilities.	Gymnasium included in plans for facilities in new Building 15.
G. Financial Aid	Develop a financial aid recordkeeping computer program that is interactive with other student records. Expand financial aid.	Computer terminal installed in office. Programs will be developed pending grant funding. Additional scholarships available for academic year 1984-85 including new Athletic Scholarship Program.

Chapter III
College Involvement with Community

Chapter III College Involvement in the Community

Section 1 - Public School Curriculum Review

For the past two years, the College has been involved in several collaborative efforts with the Springfield Public Schools System. Most recently, STCC was instrumental in organizing a College Review Committee charged with reviewing the high school curricula of both transfer and occupational programs. The Committee is composed of representatives of the Cooperating Colleges of Greater Springfield, local businesses and industries and the Public School Department.

The Committee began meeting in the beginning of November and expects to present its report to the Springfield School Committee in June, 1985. While still in its formative stages, the primary thrust of the Committee's effort is in reviewing the current high school curricula and making recommendations for change based on an evaluation of the needs and deficiencies of those students presently attending area colleges.

The academic progress of current students will be examined at each of these colleges, and a survey will be performed to ascertain their opinions on the adequacy of their academic preparation in the Springfield High School System. Faculty at each institution, particularly those involved in developmental programs, will review the high school curricula, discuss their findings and collectively make suggestions for specific methods of improvement. Obviously, the primary thrust of this collaborative effort is to improve on the academic preparation of the vast majority of STCC incoming students. This will not occur overnight, but this effort is regarded by the institution as a major effort in helping to improve the retention rate of our students and their potential for success.

Section 2 - Special Outreach - Division of Community Services

The College has initiated several special outreach programs which are

targeted toward ethnic minority and disadvantaged public school students through the Division of Community Services. These programs provide career awareness, mentor relationships, tutorial support and enrichment activities which are designed to bolster proficiency levels prior to entrance into college programs and, accordingly, positively impact upon retention.

The Division of Community Services contributes to the recruitment and retention of students through a variety of programs. Unique efforts which involve cooperation with other community organizations have resulted in attracting new populations of potential students. Specially arranged campus support has made it possible for students to cope with classes from the onset, as well as gain a clear idea of the time commitment necessary for academic excellence.

A. Career Awareness Program

Our Career Awareness Program, started in November 1984, is addressing minority and women recruitment and retention relative to health, math, and engineering programs of study. The program's effects will not be felt by the College for at least five years. We believe that exposing seventh grade students to non-traditional career fields (for their respective groups) will insure proper academic planning earlier than is now done. Many female and minority graduates from local high schools enter the college ill-prepared in prerequisite math and science disciplines to enter engineering and health programs. STCC has recognized the need for a bridge to be established between the secondary level public school system and the higher education system early in the student's secondary level education to facilitate the process of career information for prerequisite academic preparation during high school. In response to the need evidenced by national and local statistical studies concerning the participation of women and minorities in health and engineering fields of employment, STCC has developed this special collaborative project with the Springfield Public School Department with the expressed goal of assisting in the career guidance of junior high school students.

Utilizing a mentor program, pairing junior high school students with industry sponsors and college faculty, the program is designed to focus on female and minority participants, exposing the children to the wide range of careers available in health, engineering, and directing them in attaining these goals. It is the purpose of this project to educate the children prior to entering high school as to the importance of secondary-level courses in the ultimate career goal process. Academic year 1983-84 had been the period for articulation and development of this collaborative project. With a grant of \$61,000 from the Commonwealth, 1984-85 began the first phase of implementation of this program. Linkage of this career guidance endeavor to the Recruitment and Educational Assistance for Careers in Health (R.E.A.C.H.) project is currently being arranged to provide a comprehensive delivery of support and guidance services.

The very nature of this program will eventually help improve the state of affairs for minorities and women at STCC. Much of the remedial work, which STCC must provide for students, results from poor academic planning for and by students during high school. This has been found to be particularly true for female and minority students who are significantly under-represented in certain employment fields, as evidenced by all national statistics. For minority students, employment trends and college enrollment patterns are similar to those of the female students in areas of engineering and technical disciplines nationally. Additionally, while health career opportunities for women, particularly within the Allied Health, Nursing and paraprofessional areas, are traditionally high, men and persons from minority ethnic backgrounds are significantly under-represented in these employment fields. As of 1976, minority health professionals comprised less than 1% of the health professionals group in the State of Massachusetts. Within the City of Springfield, the population is estimated to include a 16% Black and a 9% Spanish-speaking ratio. Proportionally, less than 8% of the Health/Human Services Division enrollment at STCC annually is

comprised of minority students, and attrition by these ethnic groups has been high.

The unique recruitment efforts of this Career Awareness Program involved cooperation with the Springfield Public School principals, counselors, and teachers, as well as the Springfield Public School Central Office Administrators. The administrators worked to pave a smooth entrance for the STCC staff person into the junior high schools. The fact that they helped publicize the program's goals and activities beforehand facilitated the student contact in a most expeditious manner. Their cooperation enabled the program to develop quickly for the benefit of the students. The public school educators were included from the beginning of the program idea. They made contributions which enabled the college to design a program that was feasible for students, counselors, and teachers. The summer phase includes in-service workshops for science and math teachers for the purpose of helping them include career information in their classroom instruction. This also will help recruit students to colleges since they will be introduced and, therefore, properly guided to prepare for the rigors of high school and college academics while still in junior high school.

The Career Awareness Program is shown in the accompanying chart which depicts a comprehensive plan at Springfield Technical Community College to enhance the recruitment and retention of minority and other non-traditional students in health related fields by providing a variety of services specific to their needs.

Inclusion of some of the Career Awareness program students into science and math enrichment courses during the summer will also expose them to the preparation necessary for advanced level high school courses. These mini-courses will help the students build their confidence about taking science and math courses as they complete junior high school and choose appropriate high schools. The program coordinator will be making arrangements with local businesses to fund scholarships for the students to attend the summer enrichment courses free of charge.

B. Project Reach

Since the Fall of 1983, STCC has been a sponsor in collaboration with the Area Health Education Center of Western Massachusetts in a special outreach and support project for minority high school students who are interested in pursuing health career objectives. The R.E.A.C.H. project has been located in office space within STCC's academic support wing of the administration building. It provides a structured system for academic counseling, mentor role model support, career exploration and academic support to 30 minority students from high schools within Hampden County. Close collaborative efforts have been established between the R.E.A.C.H. project, our Health and Human Services Division, and the area health organizations to build the experiences essential to a positive outcome for the participants. Additionally, the R.E.A.C.H. program has been programmatically integrated into our Five Year Outreach and Health Education Plan for minority students, forming a bridge between the junior high school level Career Awareness Program and the college-level programs of study.

C. Displaced Homemakers

Unique recruitment efforts have been utilized by two specialized STCC academic programs designed for displaced homemakers. Each program was designed to provide 28 college credits to a Comprehensive certificate program with specific focus on Administrative Bookkeeping (offered in 1984) and Data Entry/Word Processing (offered in 1985). The recruitment efforts involved disseminating information on the certificate programs and applications through agencies in the community which included at least the following:

Welfare Office
Urban League
Hampden County Employment and
Training Consortium
Division of Employment Security

Spanish American Union
Springfield Action Commission
Hampden County Displaced Homemaker
Center

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The specialized recruitment of this population varies from the way the Admissions Office generally handles its outreach efforts. In addition to advertising in the local newspapers and on television, the program coordinators for each program visited the offices listed above in order to publicize the program. These agencies assisted STCC with recruitment by explaining the program to their clients and also helped screen those who were ineligible for any particular reason. Since both programs for displaced homemakers were financed by PELL grants (formerly B.E.O.G.), it was most advantageous to have places such as the Welfare Office do some initial screening of candidates. The typical displaced homemaker attracted to the program was on welfare and had finished high school several years earlier. These people had no other formal training since that time.

Displaced Homemaker Project Enrollment

	<u>White</u>	<u>Hispanic</u>	<u>Black</u>	<u>Male</u>	<u>Female</u>
1984 Project	15	4	4	0	23
1985 Project	9	1	7	2	17

The above data reveals that between 35 and 42% of the participants served by the Special Displaced Homemaker Projects are from ethnic minority groups.

Once the students were accepted, the retention of them became most important. Comprehensive support services are essential to the programs. For example, a person from the Financial Aid Office is assigned to the group to handle any financial problems. The Women's Center is open to meet the students' needs for peer counseling and support. Tutors are hired in English and Math to assist with those academic areas. Speakers provide workshops with the groups in the area of job search preparation. The fact that the groups are not mainstreamed with the other students has worked to their advantage. Because many have similar

problems relative to making college attendance a priority in their lives, they are able to provide support and encouragement to each other. This environment made them realize that they are not alone in their efforts to improve themselves by gaining skills. The classroom schedule is arranged to begin late enough in the morning for mothers to see their children board the school bus. Also, the students are able to be home when their children return from school in the afternoon. This daily scheduling arrangement, coupled with time off from college classes when public school vacations are held, is flexible enough to help eliminate many babysitting problems. These unique types of arrangements all contribute to the excellent retention rate of students in the programs.

Retention of students in the Administrative Bookkeeping program which ran from Jan. 1984 to Sept. 1984 was 74% (N=23). Placement statistics indicate that 38.5% of the graduates were seeking further college-level coursework from the certificate to the associates degree, an indication of the extent of confidence building resultant from the experience. Placement of graduates was approximately 90%. The Data Entry/Word Processing program is currently instructing 19 students.

STCC initiated the Data Entry/Word Processing program for Displaced Homemakers in January 1985. This program differs from the previous project in course content and curriculum design. It is a 29-credit program with theory and hands-on training in data keyboard skills. Unlike the Administrative Bookkeeping project which operated as a typical two-semester offering, the new program uses an innovative course schedule. In order to lessen the stress of "full-time" academic load for the participants, the 29 credits are offered in three consecutive academic modules of study.

D. Older Workers Employment Program

STCC developed a county-wide training program to assist persons 55+ years of age and implemented the project in 1984 using Job Training Partnership Act grant funds. The Older Workers Employment Program is presently recruiting students into three training program areas , Retailing, Home Health Care and Clerical Assisting. Twenty-eight persons have received counseling and training services to date; this represents about half of the participant total anticipated to Oct. 1, 1985. Approximately one-third of the participants are of ethnic minority background. Long range plans are being made to continue to develop and expand services to these older students, since the program is proving very successful. A major part of the program consists of STCC's organization of a county-wide network to assist older workers and senior students in career-related programs. As the Older Workers Employment Project Advisory Council continues to address the needs of older workers, it is expected that the college's role will grow relative to the training and employment services to this population.

The Springfield Regional Older Worker's Employment Advisory Council has enabled STCC to accomplish the following activities in 1984-85:

1. The development of a community-based inter-agency and employer network in Hampden County which deals with issues, problems and maximization of resources for employment of persons 55+ years of age in Hampden County.
2. The development and implementation of two non-credit program offerings for unemployed persons 55+ years of age in retailing, home health care and clerical areas.
3. The development of training referral linkages with other agencies in the county who provide career educational programs which would be of benefit to persons 55+ years of age.
4. The initiation of specialized counseling and job development activities to meet the specific needs of students 55+ years of age.

5. The implementation of a first annual county-wide employer conference on the employability of "older workers" and implications of shrinking labor markets in the future.

Section 3 - Affirmative Action

A. Organization

During the past year, STCC's Affirmative Action Committee has continued its goal of equality in employment and educational opportunities at the College. There have been improved efforts toward ensuring awareness of the active representation provided for employees and students through the affirmative action policies.

The following outline summarizes the progress made at STCC in Affirmative Action regarding Enrollment of Minorities, Retention of Minority Students, Special Recruitment Activities, Special Support Services, Faculty and Staff and Funding. After this summary, these issues are discussed in detail and, for further discussion, the reader is referred to Chapter II of this document where retention and recruitment of minorities is discussed at length. This outline is placed here for the convenience of the reader.

Summary of Affirmative Action Progress

I. Enrollment of Minorities

A. In relation to the Student Body:

1981 = 12.4% (N = 3360)	1982 = 13.2% (N = 3647)	1983 = 12.9% (N = 3710)	1984 = 15.4% (N = 3505)
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- Enrollment of minority students in real numbers has increased from 417 in 1981 to 540 in 1984, a 30% increase in four years.

B. By Ethnic Group

- Black students comprise the largest proportion of ethnic minorities on STCC campus: 1984 = 283 (8% Black).
- Hispanic enrollment is growing dramatically 1981 = 145 (4.3% Hispanic) 1984 = 245 (7% Hispanic).

C. 1984 Ethnic Enrollment by Academic Division

Division	Am. Indian		Asian		Black		White		Hispanic		Not Given		Other	Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Health/Hum Serv.	1	--	0	--	32	5%	440	74%	19	3%	92	15%	11	2%
Business Admin.	4	--	2	--	75	10%	448	63%	41	5%	146	19%	16	2%
Technologies	1	--	4	--	32	4%	544	72%	6	--	161	21%	15	2%
General Studies	2	--	8	--	100	11%	470	50%	162	17%	180	19%	19	2%
Transfer	0	--	1	--	20	8%	170	68%	4	--	47	19%	8	3%
Services	0	--	0	--	24	13%	107	50%	13	7%	34	18%	6	3%
Total	8		15		283		2219		245		660		75	3505

- 49% of the minority enrollment is in the General and Developmental Studies Program.
- The General and Developmental Studies Department has the largest proportion of minority students of any academic program on campus (28%) N = 941.
- 83% (N = 262) of the minority students enrolled in the General Studies program are in prerequisite skills building programs in the department, including developmental and ESL programs.

II. Retention of Minority Students

- A. Minority students at STCC suffer greater attrition than do their White counterparts.

N = 942 Non returning students Spring 1983 to Fall 1983

	Non returning	Spring 1983 All Students	% Non returning
Black	105	208	37.5
Hispanic	52	148	35.1
White	533	2322	23.0

- B. Retention of Minority students to graduation.

- Ethnic minority students comprised 10% of the June 1984 graduating class.
A total of 88 graduates (N = 876)
- 39% of the June '84 Minority graduates received degrees in Business
- 25% of the June Minority graduates received degrees in Technologies fields
- 11% received degrees in Health fields
- 11% received General Studies degrees
- 14% received degrees from Transfer and Service academic programs

III. Special Recruitment Activities

- Career Awareness Project (100 Junior High - 80% minority)
- R.E.A.C.H. Project (100 High School - Health - 100% minority)
- Older Worker's Project (50 Senior Citizens - 33% minority)
- Community agency and churches recruitment
- Special orientation for specific groups of students
- College open house
- Advertising and media depict non-traditional and minority students
- Annual Black and Hispanic cultural events open to public
 - * Hispanic Christmas Festival
 - * Kwanza Festival
- College fairs, mall exhibits, Springfield Exposition exhibits
- Close articulation with public high schools
 - * College has Commerce High students enrolled on campus
 - * College working with high schools to evaluate high school curriculum transferability to college
- Associate Director of Admissions in Affirmative Action Office

IV. Special Support Services

A. Academic

1. Advising

- General Studies (Core Advisors)
- Special Student Services
- Bilingual (3 full-time)
- Handicapped students (1 full-time)
- Adult women

2. Testing

- All entering students: math & verbal
- Placement of student at individual competency level
- SAT's offered in Spanish (300 since 1976)
- GED testing

3. Developmental Courses

- Mathematics
 - * Audio-tutorial - self-paced
 - * 90% enrolled by incoming students
 - * Bilingual math offered
 - * Intensive tutorial support
- English
 - * Traditional and modularized CAI
 - * Listening Center - audio tapes
 - * Intensive tutoring
 - * ESL at 3 levels (150 students)
 - * 50% enrolled by incoming students
- Reading
 - * Attrition is skewed toward greatest deficiencies in reading levels
 - * Comprehensive coursework offered to assist SAT performance and general critical reading skills
 - * Heavily enrolled by minority students (more than 50% of reading enrollment)

4. Tutorial Assistance Program.

- 11,500 hours of tutoring 1984-85
- Available in all academic areas as well as developmental
- Peer tutors and professional tutors in reading and communications skills

5. Prerequisite skills building coursework

- General Studies Pre-Career programs
 - * Focused prerequisite coursework
 - * Focused advising
 - * Developmental coursework as warranted

V. Faculty and Staff

- 6% proportion of minorities in faculty, professional and staff positions at STCC, in 1985, an increase of 1.7% since 1983
- Affirmative Action Officer is involved in all job search activities
- Problems in locating minority faculty to hire. - Disproportionately low number of minorities graduating from colleges impacts nationally on the ability of schools to locate and hire such individuals. Recent national studies show a 10.1% increase of Bachelor's Degrees conferred on minority persons, but a 16.5% decrease in Master's Degrees conferred on Black and Hispanic persons. * National Center for Ed Statistics - The Condition of Education 1981.

VI. Funding

- STCC will expend close to 1.5 million for special support services to disadvantaged students in FY1985. This includes special counseling, advising, developmental instruction, tutoring and outreach programs.

Since its reorganization in 1982, the affirmative action program has seen a positive trend in the College's outreach efforts to women and minorities, in both employment and education. The implementation of the minority employment pool, in addition to the active involvement of the affirmative action officer in various screening committees, has affected major and impressive alterations in the College's statistics as compared to previous years, particularly in the area of professional minority employees. The student ethnic distribution has remained relatively stable, but statistically low when compared with the College's urban geographical location. Projects such as The Career Awareness Program were implemented this year as part of a long-range plan which eventually will enhance recruitment efforts. Those programs are discussed in another part of this document. Minority student recruitment efforts need to be looked at more closely. The male/female ratio of students (1588 male/1917 female) denotes positive trends in that area. Clearly, over the past year, we have seen positive measures in the recruitment, retention and support systems for women at the College.

Campus-wide sensitivity to affirmative action goals and policies has shown a definite noticeable improvement. Consultations with the affirmative action officer on student, employee and faculty rights issues under the AA/EO guidelines have increased, which reinforces the need for a viable increase in the allocation to the AA/EO budget to allow for such an effective presentation of on-campus workshops and seminars dealing with rights and current issues relevant to those protected groups. It would also reinforce the need for consideration of a full-time affirmative action officer to effectively address the needs of the College.

8. Personnel Issues

STCC has begun to make some progress in affirmative action hiring issues. Of thirty professional positions open at the College between the '83-'84 and '84-'85 academic years, five have been filled with qualified ethnic minority candidates. The College is making concerted efforts to secure minority faculty. The disproportionately low numbers of ethnic minority persons entering into, and graduating from, health, engineering and technical programs is a national problem. This is of concern to us, not only in terms of STCC's student enrollment, but also, in a much wider picture, this problem impacts on our ability to locate potential minority faculty in these areas as well. We are increasing our search for these qualified professionals; we have considerable distance to travel in bringing balanced minority representation to our faculty and staff.

The next two tables describe the specifics of current minority representation of STCC personnel. All personnel, other than students hired under financial aid programs and part-time DCE faculty and staff, are hired, terminated, and promoted by the President through the Personnel Office.

Springfield Technical Community College
Minority Employees by Position
1984-85 Academic Year

Faculty/Unit Professionals

Title

Ethnic Designation

Instructor
Coordinator - Pre-Health Program/
General Studies
Counselor
Assoc. Director of Admissions
Assistant Professor
Counselor
Assistant Professor
Counselor
Job Developer
Instructor
Counselor
Counselor (03)

American Indian
Hispanic

Black
Black
Asian
Black
Black
Hispanic
Black
Hispanic
Black
Black

Administration

Director of Special Services
Dean of Community Services
Director of Institutional
Research

Hispanic
Black
Black

Classified

Janitor
Senior Clerk
Principal Clerk
Janitor
Head Clerk
Janitor
Security Guard
Storekeeper
Janitor
Bookkeeper (03)
Jr. Clerk/Typist (03)

Black
Black
Black
Black
Hispanic
Black
Hispanic
Black
Black
Black
Black

Analysis of Employees
(Including Full-time DCE and Grant Employees)

1983

	<u>Total</u>	<u>Minority</u>	<u>Percentage</u>
Faculty/Unit Prof.	195	5	2.6%
Administration	32	2	6.3%
Classified	<u>125</u>	<u>8</u>	<u>6.4%</u>
Total	<u>352</u>	<u>15</u>	<u>4.3%</u>

1984

Faculty/Unit Prof.	205	7	3.4%
Administration	35	2	5.7%
Classified	<u>129</u>	<u>8</u>	<u>6.2%</u>
Total	<u>369</u>	<u>17</u>	<u>4.6%</u>

1985

Faculty/Unit Prof.	210	11	5.2%
Administration	39	3	7.7%
Classified	<u>133</u>	<u>9</u>	<u>6.8%</u>
Total	<u>382</u>	<u>23</u>	<u>6.0%</u>

At the time of job postings, the mechanism of screening applicants is defined and every effort is made to involve the appropriate department and the Affirmative Action Officer. The final decision, however, is made by the President and implemented by the Personnel Office, with the approval of the Board of Trustees when necessary.

All applications for permanent appointments to classified and professional positions are reviewed by the Affirmative Action Officer. The Affirmative Action Officer makes recommendations as to the appointment process and verifies the size and composition of the applicant pool.

C. Issues of the Disabled

For more than a decade, there has been a growing concern about the rights and needs of individuals with disabilities. This concern has inspired new legislation -- Section 504 of the 1973 Rehabilitation Act, P.L. 94-142 and the Federal Vocational Education Act -- that has brought about profound changes in the lives of disabled persons. This new legislation has mandated the inclusion of individuals with disabilities into the mainstream of society. It has also inspired a new humanism that has increased public awareness, understanding and hence acceptance of the disabled as contributing members of society. But, despite these changes, all the myths, stereotypes, and barriers surrounding the disabled have not disappeared. Society's negative attitudes toward *differentness* still exist.

In response to this need, STCC in collaboration with United Cerebral Palsy of Western Massachusetts and a consortium of other interested public and private sector organizations has requested federal funding for Project ACCESS. When funded this project will address 1) the lack of the necessary support services required by this population to assure successful matriculation to an Associate Degree and 2) the lack of awareness and understanding of the needs of this

population by post-secondary education faculty and administrative personnel.

An estimated 33,000 handicapped persons live in the Greater Springfield area, a considerable percentage of whom are barely self-sufficient. Approximately 1,400 disabled Hampden County residents leave secondary level education programs by graduation or termination of eligibility each year. There are presently more than 125 students enrolled in STCC day programs who can clearly be identified as handicapped.

A Vocational Education Civil Rights Survey performed at the College in the Fall 1984 semester indicates that 2,703 of the 3,503 students at STCC are enrolled in vocational educational programs. Of the 2,703 students, 56 were disabled. This represents a 2% ratio of handicapped students enrolled in vocational education programs, a rather substantial comparison to a 0.2% national statistic of handicapped persons enrolled in vocational education programs at the post-secondary level.

Additionally, these 56 students are "mainstreamed", and enrolled in a diversified number of career programs:

Law Enforcement	2
Early Childhood Education	3
Instrumentation Technology	1
Automotive Technology	3
Environmental Engineering	1
Telecommunications	2
Civil Engineering	3
Graphics Arts Technology	2
Machine Design	1
Electronic Technology	3
Microprocessing	4
Industrial Technology	5
Dental Assisting	1
Word Processing	1
Business Administration	5
Medical Secretarial	3
Executive Secretarial	3
Accounting	2
Data Processing	5
Marketing	1
Business & Office - General	5

Project ACCESS will augment the multiple services presently available to disabled students. These services are listed below:

1. The College provides a full-time counselor who coordinates supportive services to disabled students.
2. The College equipped a specially licensed van for transportation of handicapped students to, from and around the campus, and hired a driver with certified training in transportation of the disabled. Free transportation of handicapped students at STCC is a recognized community service.
3. The College's FM radio station secured sub-carrier equipment and opened its facilities to volunteers who provide reading service for blind residents of the community.
4. Upon the research and recommendations of the counselor for handicapped students, the College began acquiring specialized educational equipment for the use of handicapped students including talking calculators, brailers, typewriter for the blind, a talking computer terminal, TTY telephone device for the deaf, three power wheelchairs, tape recorders with specialized controls for persons without regular hand dexterity, individual teacher/student sound amplification equipment, print magnifiers and other specialized devices.
5. Tutoring of handicapped students, coordinated by the counselor, was initiated. "Buddy systems" for the taking of lecture notes, utilizing two-ply automotive duplication paper, were established. "Readers" were identified and paired with students who needed such services.
6. Information on the rights and needs of handicapped persons is provided through the counselor's office, on an advocacy basis with specific students when necessary, and by faculty in-service activities including the publication of a faculty manual on these issues.
7. Coordination of academic planning and delivery of handicapped student services has been increased within the past several years by the counselor's activities. "Mainstreaming" is the objective of STCC's services to the handicapped and individualized academic supportive services are realistically planned and integrated.

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8. Physical access of the campus facilities is a priority which has required major consideration by the College; STCC occupies a former U.S. Armory site with some buildings almost 200 years old. All students can now access the classrooms and other facilities at this College with ease. Expanded access particularly in the main administration building is anticipated in the near future. These efforts will not only eliminate many barriers but also will exhibit to our students, faculty, staff and the general public that, although its handicapped population is relatively small, the College is concerned with the needs and rights of this population.

D. Minority Student Issues

The Affirmative Action Officer at STCC also serves as the Associate Director of Admissions. This consolidation of these functions provides the opportunity to integrate affirmative action concerns into the outreach and recruitment of students onto the campus. Since this policy was implemented, enrollment of minority students at STCC has grown significantly. The following section, Admissions/Public Relations, addresses the recruitment efforts of the College relative to minority populations, namely our ongoing Affirmative Action/Outreach procedures and activities, as well as our plans for development and implementation of additional recruitment policies in the future.

Section 4 - Admissions/Public Relations

A. Outreach

Recruitment efforts have continued in a variety of ways as STCC seeks to increase enrollment of minority and non-traditional students. For instance, the affirmative action officer has been active in the following manner:

1. Made initial contacts with incoming minority students through personal interviewing:
 - a. Discussing career offerings
 - b. Reviewing prerequisites needed for career programs
 - c. Discussing General Studies curriculum (which is where most students are placed) and how it can gear them for future programs
2. Contacted community churches and agencies in the area surrounding the school. Invited many of the groups on campus for tours and an explanation of how their agencies can be included directly into our recruiting agenda. Most of the agencies have been very receptive.
3. Provided educational counseling with the Youth Advocacy Program (under the direction of the Dunbar Community Center) to bring students on campus to view facilities and learn how to prepare for careers.
4. Contacted non-traditional role models in the community such as minority counselors and faculty who can give the students the inspiration to attend recruiting sessions, as well as encourage students in their educational endeavors.
5. Supplied brochures and catalogs to various agencies as reminders of our career programs.
6. Met with the Afro-Am Center on campus to let the Black students know that there are opportunities available for friends and relatives - and that if they do have specific questions, they should refer them to the Admissions Information Center.

A follow-up from these agencies is planned. Most agencies want to be involved with recruiting students to STCC.

The Office of Admissions/Public Relations has made great strides over the past year to meet the overall mission and goal for Springfield Technical Community College toward growth and development, and the maintenance of its "open door" admissions policy.

Every possible effort has been made to insure that all applications are processed, acknowledged, reviewed and accepted in a proficient and expedient manner; that prospective students needing assistance with admission to the College are properly directed and counseled; that high school juniors, seniors, and even elementary school students within Western Massachusetts and some parts of Connecticut have been reached and oriented to STCC, its programs and requirements through school visitations, campus tours, college fairs, community-based mini-fairs, and the publication and distribution of pamphlets, brochures, viewbooks and other outreach efforts.

B. Media and Advertising

The Admissions/Public Relations Office has maintained a fine rapport with the media, and has had great success in keeping the College "in the spotlight" with respect to radio, television, and print advertising for both the day division and the Division of Continuing Education. Also well-covered by the media have been our special programs, projects, and events, making the total public relations effort for the year a very positive and successful one.

The Media Production Department has put together many video and slide presentations, covering a wide range of subject matters which assist in our recruitment and orientation efforts. Several television commercials have been produced, using campus staff and faculty. In addition to lowering the cost of advertising, this allows us to present the campus to the community in its best light.

The College's marketing and public relations efforts, in general, have been increased in the past year to include more advertising and services geared toward the non-traditional student, i.e., returning women, retired and senior citizens, unemployed workers seeking retraining and minority students. Advertising campaigns to include this greater market of non-traditional students have been used, and the advertising and promotion of special services for student-mothers in the way of campus day care facilities, the Women's Center for support services, have been a large part of this year's outreach efforts.

For the Spring 1985 semester, special off-campus classes were set up in conjunction with East Longmeadow High School as a mechanism to further attract non-traditional students. Advertising of free tuition for senior citizens, in addition to plans being implemented for recruitment visits to senior citizen centers and residences, are viewed as useful and successful marketing and recruitment efforts to non-traditional students.

In light of the highly publicized enrollment dips on a national scale at two-year colleges, and changes made on the federal level which have reduced some student financial aid awards, we have done extremely well this year in keeping the enrollment figures close to those of previous years and increasing our minority enrollment.

C. Welfare Recipients

The Admissions/Public Relations Office has also participated in, and coordinated, grant projects during the past year, including the Welfare Career Training Program, which was first implemented in August of 1983. Over thirty-five programs have been made available and approved as part of the program, including nearly 200 students to attend either day or evening classes in a wide variety of

subjects. They have been provided with continuous and extensive academic support services. We have recently acquired a highly qualified part-time counselor/advisor to assist with this grant program. The grant, in essence, has generated an awareness in these individuals of the positiveness of higher education, and is evident in that many of these same students (35% in '84-'85) have returned to STCC after completing their free course to enroll in additional college courses.

D. Special Activities

In addition to high school visits, scheduled campus tours are an important factor in marketing the college. Students are able to see firsthand how various lab equipment works, as well as to visit actual class situations in progress. Each department is contacted during the Fall and Spring for the purpose of setting up the best times for potential students to view classroom situations. The number of participants for each tour group is arranged so as to allow maximum attention to individual questions and concerns. The Admissions Office is currently training an intern from Springfield College to conduct campus tours, as well as all other general admissions procedures. In addition to the departmental tour, students visit our new art gallery, library, and bookstore.

A special registration was organized for early January to accommodate part-time students (those taking between one and three courses) and was highly successful. The special registration allowed for a very informal counseling, orientation and registration for students who were not in the traditional, full-time student category. Plans to continue this practice are currently being developed.

These full-time efforts of the Admissions/Public Relations Office are

continually complemented by on-going efforts to improve recruitment and retention of minority and non-traditional students throughout the campus. The wide array of special programs such as Career Awareness, Developmental English and mathematics, Tutorial Assistance Program, Bilingual Counseling and others which are discussed at length in this document demonstrate the strides STCC has made in improving recruitment and retention. Furthermore, discussions between administration and faculty who work closely with "high risk" students, have generated a number of suggestions and ideas to refine outreach.

The suggestions for outreach activities fall into three main categories. First, inter-agency coordination for planning, referral of applications and information and/or resource sharing. Activities would include working more closely with Hispanic agencies, New England Farm Workers, and Onward with Learning Center to name a few. Second, development of more effective public information and public relations activities to reach the minority populations. Commercials on Spanish-speaking radio stations, more bilingual brochures and posters and more literature reflecting the minorities on campus have been suggested. The third area involves implementation of further campus-based services and activities directed toward (1) easing the transition of minority students from secondary to post-secondary education (2) building individual self-confidence, eliminating cultural stereotypes and fostering appreciations of the differences of various cultural values and ethnic or religious traditions. Suggestions such as sensitivity training for faculty and counselors, students of a particular ethnic group formally recruiting students of that same ethnic group and increasing cultural events on campus have been discussed.

In summary, recruitment of minorities at STCC continues in a wide variety of formal and informal ways. The nature of many special programs and activities directly and indirectly contribute to this recruitment. Moreover, multiple

sources of funding support these activities. The critical problem in fully implementing new services and expanding available services to minority and other non-traditional students is the lack of resources to secure a central coordinating office or staff person for the campus. Springfield Technical Community College has been successful at providing a large number of special services and programs for these students and central coordination would further ensure and refine the smooth delivery of these services.

Section 5

Center for Business/Industry Development

Over the past several years, the Division of Continuing Education has developed and offered short term, specialized training programs to groups of employees from a wide variety of businesses in the local community. The list includes the following companies, to name but a few: Albert Steiger, Inc.; American Telephone and Telegraph; Community Savings Bank; Digital Equipment Corporation; Friendly Ice Cream Corporation; Monsanto Company; Northeast Utilities; Shriners Hospital; Westvaco, U.S. Envelope Division and Wing Memorial Hospital.

Based on this demonstrated community need, the College established in January, 1985, the Center for Business/Industry Development as part of the Division of Continuing Education. This Center is seen as a viable means for the College to formalize and expand a service that, up to this point, has only been offered on an ad hoc basis.

The purpose of the Center is to provide cost effective, up-to-date, and specially designed employee training programs for area businesses and industries. Members of the College's faculty and professional staff work with company personnel/training directors in designing and conducting programs that might relate to the development of specific job skills, retraining, and support activities on a credit or non-credit basis. They jointly, a) determine the desired levels of employee achievement; b) determine the content of the training program; c) adapt and refine the proposal, based on input from company management; d) establish a convenient meeting schedule and site, based on mutual agreement between the College and the client company; and e) evaluate employee performance and program content on an ongoing basis.

One way to help achieve cost-effectiveness, especially for the small company,

is for the College, through this vehicle, to bring together groups of employees from these smaller companies to achieve common goals. In the past, short-term programs have been designed for area companies in the following areas: accounting systems; financial planning; business writing skills; shop math and blueprint writing, personnel/supervisory management; drafting and design; stress and time management; metal machining; commercial/industrial heating systems; measurement and calibration; and computer literacy and programming skills. The Center for Business/Industry Development will provide a focal point for more such programs to develop.

During the Spring 1985 semester, the College began to advertise the Center in the local business community through telephone contacts, Chamber of Commerce meetings and Continuing Education publications. It is projected that this will become a significant part of the mission of the Division of Continuing Education in the 1985-86 academic year.

Chapter IV
Campus Facilities and Services

Section 1 Physical Facilities and Financial Resources Required

Introduction

Springfield Technical Community College is located on approximately 34.5 acres of the Armory Square Complex of the former Springfield Armory. The entire Armory Square Complex, comprising some 54 acres, has been designated as a National Historic Landmark. The remaining 19.5 acres of the site are occupied by the National Park Service, which maintains the Gun Museum. This joint occupancy is unique, and the College is the only educational institution in the county to be located on a national historic landmark site. This designation is a mixed blessing; it will require the full cooperation and understanding of the Board of Regents to enable the College to maximize the potential of these facilities.

The Armory Square Complex, which overlooks the original city of Springfield, is located near the core of the central city. The entire site is enclosed by an iron fence of national historical significance. Before discussion of capital improvements, it is necessary to provide the reader with an understanding of the historic significance of these facilities. Once the reader understands the constraints imposed by the agreement between the National Park Service and the Commonwealth, the context of this Update is easier to comprehend.

Historical Summary of Site

In 1967, Springfield Technical Institute, chartered in 1964, entered the Massachusetts Community College System and became Springfield Technical Community College on 34.5 acres of the site known as Armory Square. As part of its joint occupancy agreement with the National Park Service, Springfield Technical

Community College is faced with certain constraints in adapting its facilities to meet the educational needs of students. These constraints do not preclude our goal of continuing our leadership role in technical and health education and serving as a comprehensive community college for the Greater Springfield Area. These constraints, however, have to be clearly understood by all concerned if we are to avoid unnecessary delays in improving our facilities to meet these goals. These constraints were not fully understood or appreciated by STCC's former governing board; this misunderstanding jeopardized the College's growth.

It was the intent of the original master plan to remove all of the existing buildings on the site and replace them with new facilities. This decision led to a lack of funds for the maintenance of those buildings to be destroyed. The end result was serious deterioration in their physical condition, externally and internally. It was not until 1978, when an agreement was reached between the former Massachusetts Board of Regional Community Colleges and the federal government, that it was recognized that the initial master plan would have to be revised. The new plan calls for the renovation and restoration of many of the existing "Armory Buildings," as well as the construction of one major new academic building on the site, Building 15. This new building will house Biological Sciences, Business, Secretarial, and Telecommunications programs. This was the number one priority of the former Board of Regional Community Colleges for two years prior to the establishment of the Board of Regents. It is interesting to note that the disciplines which are to be housed in this new building are classified "high priority" in the Board of Regent's budgetary guidelines. Additional classroom and laboratory space for these vital programs is necessary.

At present, the campus consists of twenty-two buildings with approximately 778,000 square feet of space. With the exception of two new buildings, 13 and 17, the completely renovated Building 20, and the partial renovation of Building 27, the remaining buildings have not had major renovation to adapt them from their

former use. In fact, these are the only buildings which were rated "excellent" pursuant to the classification of the Division of Capital Planning and Operations. This problem has begun to be resolved with the design and development of improvements in the infrastructure which will enable the College to begin the renovation and restoration of the remaining buildings to be utilized for educational purposes.

Utility Improvements

Before any work could begin on the renovation and restoration of these buildings, it was necessary to upgrade and improve the campus. Fortunately, the initial master plan and the existing facilities are not mutually exclusive. In fact, we have been able to adapt these two factors and work is well underway to lay the foundation for the efficient use of these historic buildings for educational purposes.

The improvement of our basic electrical service has been completed and the campus is now being serviced by one entrance, rather than the three costly entrances that formerly serviced the College. The Division of Capital Planning and Operations still has to remove the four antiquated transformers filled with PCB that remain from this project.

Construction has begun on another phase of the energy distribution system--the high temperature hot water main. This project, when completed in 1986, is the first step in the modernization of the heating systems in the older buildings.

A federal energy grant was secured and a comprehensive energy audit of heating and electrical systems was conducted. This was completed in the Spring of 1983. In furtherance of this effort, we requested funds in our capital outlay request to implement this project. Currently in the design stage is an energy management system. In addition, we are actively pursuing federal funds to offset

some of this cost. The other major improvement in existing facilities, for which funds have been appropriated and the project is underway, is in access to all facilities for handicapped persons. The institution, together with the federal government, has entered into a consent decree to improve access and egress for handicapped persons. Towards this end, a comprehensive master plan was developed in 1982. A designer has been selected and the scope of the project has been finalized with the Division of Capital Planning and Operations. Final design plans have been approved by the College and the project is being readied to go to bid at this writing. The project consists of the following:

1. Building 20
 - A. Installation of two new high speed elevators
 - B. Upgrading of existing elevators to bring them into conformance with applicable federal statutes
2. Building 27
Removal of two existing antiquated freight elevators and replacement with federally certified elevators.
3. Building 14, 16 and 28
Removal of existing antiquated freight elevators and replacement with federally certified elevators
4. Buildings 13 and 17
Upgrading existing elevators
5. Building 8
Construction of a handicapped access ramp to the Student Activities' office

As can be seen, the foundation has been laid to maximize the use of our existing facilities for educational purposes. This objective is in complete conformance with the terms of the agreement with the Commonwealth and the federal government. The remaining items could be affected through the renovation and restoration of the existing buildings. The following is a detailed analysis of our capital needs for the next five years, in prioritized order, to accomplish our aforementioned goals.

1. Capital Needs

Construction of Building 15

This building is a seven story structure of approximately 210,000 square feet, and it will serve the following disciplines:

Biological Sciences
Telecommunications
Computer Science/Data Processing
Word Processing
Business
Business Administration
Secretarial Science/Office Systems

In addition to these disciplines, an auditorium and a gymnasium will be constructed as part of the project, providing the only such facility on campus. Total cost of this project is \$17,411,984. This amount has been funded and groundbreaking is scheduled for the Summer of 1985.

2. Upgrading of Existing Elevators and Improvement of Access and Egress of Facilities

The institution has already completed a comprehensive master plan which will make our campus accessible to the handicapped in conformance with the pertinent federal statutes and rules and regulations. In fact, we believe we are the only public higher educational institution to possess such a plan. Funds have already been appropriated and the final design plans have been approved and the project is ready to go to bid. This project, when completed, will enable us to use the existing buildings for educational purposes.

3. Improvement in the Secondary Utility Distribution Systems

Funds have already been appropriated and work is underway to upgrade our primary utility distribution system. This project, coupled with the upgrading of our elevators, provides the foundation for the use of our existing facilities for educational purposes in conformance with the terms and conditions of the agreement between the Commonwealth and the National Park Service. Furthermore, the College has conducted a comprehensive energy audit of the institution. One of the objectives of this audit was to identify the most efficient secondary distribution systems which can be adapted from the primary systems. This project, when completed and coupled with project number two, will allow all of the existing facilities to be legally utilized for educational purposes, and we will be able to renovate and restore our existing facilities to suit the functional objectives of the original Master Plan.

4. Repair Exteriors of Historic Buildings

It was the intent of the initial Master Plan to remove most of the existing Armory buildings and replace them with new buildings. Because of this intent, little, if any, attention was given to maintaining these buildings. In fact, for approximately eleven years, no funds were appropriated for these purposes. This resulted in the serious deterioration of the exterior of these buildings. It was not until 1979 that there was any actual work done on these buildings. Funding was secured to paint the trim and frames of the approximately 2,000 windows in these buildings. Emergency roof repairs were made, and work will begin shortly on additional roof repairs. All of this work was of an emergency nature, and it only highlighted the need for an ongoing maintenance program for these buildings,

especially, since we now plan to use them for academic purposes. The agreement between the Commonwealth and the National Park Service requires that the College maintain certain buildings in conformance with the provisions of the National Historic Preservation Act. Basically, these state that all buildings which abut the parade ground must retain their present exterior architectural character. Items such as fire stairs must be located within the structures. Approval of changes must be made by the Division of Historic Structures. In consultation with the National Park Service and its Division of Historic Structures, we have determined that we must make certain exterior repairs on the following buildings: 5, 6, 7, 8, 9, 11, 14, 15, 19, and 27. Based upon the performance standards required by the Division, we have been able to ascertain that these repairs will cost approximately \$1,650,000. When these funds are available, we will be able to make repairs on rotting wooden doors, and in addition, repair or replace stone stairs and stoops that are crumbling and in dire need of repair.

5. Restoration of Building 11

The changing demographics of the student body indicate growing numbers of returning adult students in need of day care and other specialized support services. Accordingly, in September 1984, a Day Care Center was opened for the benefit of students and the college community. The College has a well-established Early Childhood Education Program; students in this program receive their experiential learning in area nursery schools and day care centers. The Center is of great benefit to both this program and to the many parents of young children who attend STCC. This project has been so well received that plans to move the present center to Building 11 are now in progress. This move has required the College to make emergency repairs to Building 11 and to consider full renovation

with the ultimate moving of the Early Childhood Education Department to this building. The estimated cost of renovation is \$225,000.

6. Interior Renovations Completed:

In addition to that mentioned above, progress has been made in interior renovations to provide temporary solutions to our major needs. These renovations include the following:

- a. Building 15, First Floor, has been completely refurbished to provide a comprehensive student service area which is accessible to handicapped students. This service incorporates Admission, Registrar, Financial Aid, Veterans' Affairs, and Continuing Education.
- b. Approximately one-third of the first floor of Building 16 has been remodeled to accommodate new studios for our radio station, WTCC.
- c. Approximately one-half of the second floor of Building 16 has been remodeled to consolidate the Office of Administrative Services, which previously was separated in different areas of the building.
- d. The Early Childhood Department was relocated from Quarters 5 to Building 13.
- e. The Art Department has been moved from Building 13 to occupy the entire top floor of Building 28, giving the studios good north light and quintupling studio space. Part of the second floor of Building 16 has been refurbished to allow the exhibition of student paintings.
- f. The second floor of Building 14 has been partially renovated to provide the Graphic Arts Department with nine photo developing work rooms and additional camera rooms and labs.
- g. We have made significant progress in our efforts to repair many of the damaged roofs on the buildings. This effort represents an outlay of \$320,000 of appropriated state funds.

- h. We have renovated our Graphics Arts building which required a major overhaul of what was a woefully inadequate structure.
- i. Additional renovations and improvements are currently underway for our Library which include plans for additional carpeting, air conditioning, and related items.
- j. To improve the safety of students and faculty, major structural modifications have been made to our Laser Electro-Optics Lab in Building 17.

7. Other Improvements in Facilities

In addition to these renovations, the following represents a summary of our activities in other areas related to facilities:

- a. Plans are in progress through negotiations with Data General, the Board of Regents and the legislature to upgrade our administrative computer to a Data General MV10000 which will provide the campus with state-of-the-art capability in the administrative areas of student registration, college financial records, institutional planning and development, internal communication systems including electronic mail, student recordkeeping and institutional statistics.
- b. We have upgraded our ROLM telephone system to accommodate increased services and number of instruments on the campus at a cost of \$11,000, and we have an on-going program to replace damaged or non-functioning telephones in classrooms, laboratories, and administrative offices.

c. We have accomplished a comprehensive program of improvement of the effectiveness of our security force by providing required training programs for personnel in this area in the arts of self-defense and emergency medical care. We have also provided the security force with a new vehicle as well as new uniforms to enhance the morale and improve the visibility of our security guards. We have also spent \$36,000 to upgrade our communication system for our security force which also greatly enhances our emergency health and security network. We are also currently in the process of developing a security manual to standardize policies and procedures.

d. Although we enjoy an idyllic historic location as an urban-based community college, we also have inherited one of the major problems of an urban setting: a shortage of adequate, close-in parking for our students. Realizing that this problem will be exacerbated even further by the construction of our new building, a special Parking Committee was formed in May 1984. The Committee was charged with analyzing in detail the parking dilemma and pursuing every avenue that would relieve the situation. Committee members have met with the Digital Equipment Corporation, Western New England College and the Planning Department of the City of Springfield.

All of these efforts have produced the following results:

- 120 additional spaces on Pearl Street lots
- 120 additional spaces in Digital Corp. new parking facility behind Burger King (commencing June 1985)
- 80 Negotiated spaces from Western New England College on Pearl Street

The parking problems will be a top on-going priority. The parking Committee will study the feasibility of the construction of a parking garage either on or off campus. In addition, the committee will press ahead in negotiating with Digital Equipment Corp. for use of its new parking facility for use by students in the Division of Continuing Education.

Conclusion

As we have mentioned, our site is unique, and pursuant to the terms of our agreement with the National Park Service, major emphasis has been devoted to the renovation and restoration of our existing buildings to facilitate the adaption of these buildings for our educational mission. Fortunately, these uses are not mutually exclusive and such a program can, realistically, be completed within the proposed five year plan.

We believe that the Board of Regents should strongly support our endeavors. The proposed renovations and restorations of our facilities can be accomplished at much lower cost than new construction for the following reasons:

1. Funds for the improvement of the basic utility distribution systems are already approved and work is underway to bring these systems to our existing buildings.
2. Basically, the structural integrity of these buildings is sound; therefore, it is not necessary to make major structural adaptations in these facilities.
3. Pilot projects have demonstrated what can be done refurbishing these historic buildings to meet our needs.
4. In most instances, major environmental studies need not be completed because we will be renovating and refurbishing existing structures.

The construction, renovation and refurbishing of the facilities described herein will enable this institution to meet the escalating demands of students and the market place. We believe that the improvements described herein can be accomplished at a lower cost than any other method. Furthermore, these improvements will enable this institution to maintain its leadership position in providing qualified graduates for business and industry in Massachusetts. Last, but certainly not least, all of this can be accomplished within a historic site. We will be able to demonstrate that the old and the new can be combined to provide students with the most dynamic and exciting campus in Massachusetts.

Section 2 Library Services

The original Five-Year Plan for the library covered the years 1982-1987. The Long Range Update, prepared in March 1984, documented our progress towards meeting the goals set forth in this plan. In addition, we identified obstacles and delays we had experienced and problems which we were anticipating. By necessity, delays in meeting 1984 goals affect goals for subsequent years, and this will be discussed in detail below. In general, though, the library has made significant strides towards meeting key objectives as established for our four major areas of concern, 1) Physical facilities, 2) Operations and automation, 3) Staff and services, and 4) Interlibrary co-operation, all of which are detailed on the chart included in the full Five-Year Plan.

1. Physical Facilities

As indicated in the March 1984 Long Range Plan Update, all major renovations of the library were completed in early 1984, ahead of our scheduled completion date. Our major goal for 1984-85 in terms of physical facilities was the acquisition of additional equipment and furniture. While we were able to buy the top priority item, the film inspection machine, we were unable to purchase

anything else because of a decrease in our operating budget for FY 85. If funding is restored for FY 86, we will add new shelving, audiovisual equipment and furniture. However, even without this new equipment and furniture, it is clear that the expanded and renovated library is a success. We desperately needed more space and students had requested more quiet study areas. Faculty and students alike still comment on the "new" library and how much they like it, and the staff is delighted with the enlarged work areas.

2. Operations and Automation

In terms of the second area delineated in the original plan, operations and automation, we are still behind schedule due to delays from 1983-1984. We did acquire the necessary hardware for our participation in C/W MARS (Central/Western Massachusetts Automated Resource Sharing), a computer library network. However, we were not hooked up to the central computer at Anna Maria College in Paxton until late January 1985, more than a year behind schedule. The divestiture of AT & T and the lack of co-ordination between them and New England Telephone wreaked havoc with the entire library network's anticipated start-up date. Libraries in western Massachusetts were especially inconvenienced and had the longest wait for direct lines to Paxton.

As a result of that delay, we were unable to systematically enter the library collection into the computer, an essential step to beginning on-line circulation. We began this process, called conversion, during the summer of 1984, by using terminals at other libraries which were hooked up to Paxton, but we made little progress in putting our 45,000 records into the database. Now that we are on-line, library staff members are working at conversion whenever possible. We had hoped to commence on-line circulation this January 1985. However, at the earliest, we may be able to start in the summer, although it may well be January

1986, a full year later than we had planned. Similarly, other on-line functions such as interlibrary loan will also be delayed. In one sense, this may be less of a drawback than it appears. Libraries currently on-line are helping resolve problems in the software. As a library starting up later, we will benefit from their experience and, as a consequence, may well have an easier time in the long run.

In the original five year plan for the library, C/W MARS was the sole computer library network in which STCC expected to participate. C/W MARS is a regional computer network comprised of 28 public, academic and special libraries throughout the central and western regions of Massachusetts.

The network's chief benefit is an on-line fully integrated circulation system. There are other computer library networks which provide different services, for example, the On-Line College Library Center (OCLC) which offers automated cataloging. For many years the Massachusetts Conference of Chief Librarians of Public Higher Educational Institutions (MCCLPHEI) had been involved in a long-term effort to link together via OCLC all of the libraries of public higher education in the state. MCCLPHEI's efforts were rewarded in the spring of 1984 when the Board of Regents expressed significant interest in the project and directed those institutions not currently in OCLC, of which STCC was one, to plan for membership in FY 85.

All 29 MCCLPHEI libraries are now on-line with OCLC which is an international cataloging and interlibrary loan network provided to New England Libraries via NELINET (New England Library Network). The primary purpose of this network, as opposed to C/W MARS, is cataloging. In January 1985 we received the hardware and the training necessary for us to begin cataloging all new acquisitions on OCLC. In brief, this means that we can catalog new books faster and that all other libraries in the network will know automatically what we own. It would not have

been the library staff's choice to begin automating key services through two distinct systems at the same time. However, it is advantageous to have both available here at STCC, and as we become more proficient in their operation, the college community will begin to benefit more directly from them.

3. Staff and Services

Staff and services, the third area outlined on the five year plan, is clearly affected by the first two areas, physical facilities and operations and automation. Many of the services we offer depend on these two areas and, in some instances, must be limited because of them. Due to delays in automation, we have not yet been able to provide on-line interlibrary loan through C/W MARS, nor have we been able to initiate any on-line database searching. Both of these services should be available within the next year, at least on a limited basis.

In the area of existing public services, we are making progress in expanding the bibliographic instruction program. More classes are coming to the library, and we are presenting sessions in specific subject areas, not just English Composition. Increased use of the expanded audiovisual viewing rooms by individual students and small student groups continues to prelude any widespread accomodation of large group viewing. Faculty must show audiovisual software to their classes in their assigned rooms. Exceptions have been made for those departments whose equipment has been stolen or awaits repair, and those faculty members who do not have access to any audiovisual hardware.

Funding for the FY 85 Educational Reference Materials (ERM) account was allocated in a timely manner, as opposed to last year's delays late summer or early fall allows for a more orderly acquisition of materials, and it means we can make commitments for expensive subscriptions with the guarantee that our funds will be available. This was not the case last year, and it caused enormous problems for all libraries.

4. Inter-library Cooperation

In the fourth area of activity, interlibrary cooperation, the library has maintained and expanded its involvement on several fronts. Participation in local and regional groups remains constant, including the Cooperating Libraries of Greater Springfield (CLGS), the Public College Cooperating (PCC) and the Western Massachusetts Health Information Consortium (WHMIC). Reciprocal borrowing, audiovisual inter-library loans and the Union List of Serials are the most important co-operative ventures. However, each of these groups affords numerous opportunities to exchange ideas and share resources.

On a broader scale, C/W MARS requires participation on many levels, for all four professional librarians at STCC serve on critical network committees and Task Forces, including the Executive Committee.

C/W MARS is a new cooperative effort, and our involvement at this stage allows us input on key policies and software development for future operations. In addition, MCCLPHEI is an on-going state-wide concern which affects ERM funding for library materials each year, as well as special projects such as OCLC membership for all libraries in public higher education. Both C/W MARS and OCLC have brought us into contact with an increasing number of private academic libraries, as well as with public and special libraries outside the greater Springfield area. This type of cooperation among different kinds of libraries is beneficial to all concerned and can only increase access to information for library users everywhere.

In sum, the library has made significant progress towards the goals set in the original five year plan for 1982-1987. Certain events outside of our control, such as the divestiture of the telephone company, have hindered our ability to meet specific objectives on schedule. Other events, for instance the Board of Regents' approval of OCLC networking for all MCCLPHEI libraries, have

substantively altered our goals, even adding new ones we could not have foreseen. As a result, we have had to be flexible. We have tried to move forward as expeditiously as possible without sacrificing any of the basic operations and services upon which all else depends. Whatever progress we have made to date is largely due to the competence and dedication of the library staff.

Section 3 Student Services

Springfield Technical Community College has continued the expansion of student support services warranted by an ever-expanding enrollment of non-traditional and academically deficient students. The Five Year Plan outlined projections involving providing adequate facilities, staff, and computer information systems to support the efforts of the Student Services Offices. Significant progress has been made during 1984-85 with the Dean of Students Office, Registrar's Office, Health Services, Athletics, Student Activities Office, and Counseling Center. Our counseling services have been expanded to provide specialized services to specific populations on campus. These services support and complement several programs such as those for older workers and returning adult women. Moreover, one full-time bilingual counselor has been added to the staff with grant monies this year.

Strong support for the athletic activities on the campus, including the financial and moral support that allowed our championship soccer and basketball teams to compete in regional and national championship tournaments. For the first time in the history of the College, athletic scholarships are now a part of the **Scholarship Program**. Financial **help** is made available to outstanding student athletes via these new scholarships.

In cooperation with STCC Student Government, and with the approval of the

Board of Trustees to establish a Student Health Fee, a physician was appointed and made available to students for the first time. Moreover, the STCC nurse was included in a new communications network at the recommendation of the Safety and Health Committee of the All College Council.

The following chart depicts the projections and the current status of progress made.

Section 4 - Management Information System Planning and Accomplishments

Administrative Computer Center

The College is in the process of expanding Administrative Computer Services. Preliminary planning is complete for improving hardware and software. The Computer has realigned staffing positions and initiated a search for a programmer to work specifically on student record projects, especially in conjunction with the General Studies Program, the Student Services area and the Office of Institutional Research. This position will be funded under a proposed SDIP grant.

Until very recently the computer use at the College was limited to listing, and sorting techniques. Our Title III planning project has indicated that considerable software is needed to implement a comprehensive Management Information System (MIS). Some of this software is available in pre-packaged form but much of it will be specifically developed to produce an effective M.I.S. operation at the college.

The Computer Center Director is actively participating in efforts organized and chaired by the STCC President to obtain funding for the nine Community Colleges using Data General equipment to upgrade the seriously overloaded unexpandable, current equipment configurations. The fully expanded Administrative Data Processing Center, as planned will be located in the new Building 15.

The Management Information System when completely implemented will facilitate data in four main areas: management of student records, student advising, cash management and institutional research. Specific requirements for a fiscal/student Record System have been enumerated by the Management System Task Force. Comprehensive institutional surveying of department needs has produced a list of specifications. The next step is to acquire or develop the needed software to meet these specifications of Fiscal Student Record System developed for the Data General hardware.

Identification of data necessary to develop student Advising System was completed during the academic year 1984-85. The General Studies Department Curriculum Planning Project funded by the planning grant identified specific student data necessary to the advisement of students on campus. This curriculum task force received consultation assistance and recommendations from student/academic service administrator of Miami/Dade Community College in the development of plans to convert data to computerized systems to facilitate student advising:

- Name
- Social Security #
- Academic Program
- Placement Test Results
- SAT Scores (If applicable)
- Program Choices (if applicable)
- H.S. Rank - Grade Average
- Transfer Credits (if applicable)
- Courses Completed
- Courses currently assigned
- Current Grade Point Average
- Graduation Audit/Department

These information needs are the basis for selection development of software for data based student advising system. During 1985-86 this system will be refined to interface with existing hardware and software then tested.

Cash Management

In the Spring of 1984, a study of the cash management method of handling financial accounts was initiated. With the assistance of volunteers from the Board of Trustees and local business executives, the College put out to bid its requirements for a complete Cash Management System. After considering several proposals from banking institutions, the study Committee submitted a recommendation to the Board of Trustees which was unanimously approved.

The current Cash Management System, implemented on August 9, 1984, is running smoothly and efficiently. This step, along with hiring a Comptroller, will enable us to identify and ameliorate weaknesses heretofore undetectable.

Academic and Administrative Cost Centers

For the first time in the history of the College, we have implemented annual budgets for the academic divisions and departments. Prior to 1983, there was a lack of clarity in the budget process, that is, no specific appropriations were made to the departments. During the Fall of 1984, all of our academic departments received their budgets on a line-item basis.

At the present time, we are developing a similar budget process for all administrative officers and expect to complete this project for fiscal year 1986 allocations.

This new budget process insures greater accountability and it significantly improves departmental planning and operations.

Computer Based Fiscal Central System

In order to provide administrative and academic departments with accurate, periodic information on expenditures charged against their departmental budgets, the College has developed an in-house computer program to record and accumulate such financial data. This system also assists management in the control and evaluation of dollar costs at various levels. Budget preparation is also made easier through the use of historical cost data provided by the system.

Periodic reports are generated in various formats as required by individual departments, the most useful of which is a detailed departmental subsidiary report

that compares encumbrances and expenditures to the budget allocation for the department. This form of reporting is made possible due to the immediate on-line entering of departmental encumbrances and payment transactions. The next step in expanding the system's capabilities will be the integration of a purchase order system. This will enable the terminal operator to generate actual purchase orders via the system and simultaneously encumber the appropriate funds. As the system is expanded and developed, it will enable our administrators to become more responsive and effective fiscal managers.

Chapter V

SHARED GOVERNANCE; CAMPUS SELF STUDY

Section 1 Shared Governance

The concept of shared governance as a vehicle whereby faculty, staff, and students have an opportunity to discuss and promote their ideas on issues affecting the institution, has a hallowed tradition in academic circles. STCC has long been proud of the dedication and involvement of its faculty and staff in the life of the College; however, collegiality implies a formalized process by which this input can be generated.

The Bylaws of the Springfield Technical Community College All College Council, ratified in 1978, provide the vehicle for that process. The council is a deliberative body whose elected membership represents the academic divisions of the College, unit, and non-unit professional, classified employees, students, and alumni. It has the power to recommend to the President new policies or practices or to suggest changes in existing ones. Its committee structure allows for a wide range of topics to be discussed; programs to be developed, and varied opportunities for faculty and staff participation. The following are the standing committees of the Council: Academic Affairs; Administrative and Fiscal Affairs; Alumni Affairs; Bylaws; Continuing Education; Curriculum; Health and Safety; Library; Scholarship and Awards; Student Affairs; Professional Development; and the Executive Committee.

The past year has witnessed a resurgence of interest on campus in the Council and its activities; this in marked contrast to the first few years of its existence. In great part, this is due to the growing realization on the part of the faculty and staff that substantive issues are being discussed and that the Council's recommendations are being heeded.

In the past year eleven substantive policy recommendations were made to the President and in each case, these recommendations were accepted with appropriate amendments or modifications as deemed necessary. The following listing of these recommendations demonstrates the wide range of issues encompassed. Some were referred to the Council by Administrative offices, others were generated by faculty and staff concerns:

- Designation of Smoking/Non-smoking Lounges
- Additions to the Standards of Academic Progress Policy
- Creation of an Executive Committee for the All College Council
- Criteria for Awarding the STCC Scholarship Fund
- Minority Talent Roster QPA Requirements
- Purchase of Stair Chairs for Emergency Use in Buildings
- Upkeep of the Fire Alarm System
- Unauthorized Posting of Material in College Buildings
- Textbook Purchases and Sales Recommendations
- Establishment of a Community Hour on the Class Schedule
- Parking Fines and Parking Tickets Procedures

Besides discussing such issues as those listed above, it should be noted that the Committees perform varied other functions: they run college-wide programs, serve in advisory capacities and facilitate interaction among the faculty, staff, students, and alumni of the College.

The College looks forward to the continued growth and viability of this organization. Over the next several months, the Council will begin to perform the vital task of developing many of the ideas and recommendations posed by the Task Force on Excellence. The creation of this Task Force is discussed in the next section which also delineates the Task Force recommendations as approved by the President.

PRESIDENT'S RESPONSE TO THE TASK FORCE ON EXCELLENCE

SECTION 2

PRESIDENT'S RESPONSE TO THE TASK FORCE ON EXCELLENCE

The National Commission on Excellence in Education in its remarkable report "A Nation at Risk" defined the term excellence as:

"At the level of the individual learner it means performing on the boundary of individual ability in ways that test and push back personal limits, in schools and in the workplace.

Excellence characterizes a school or college that sets high expectations and goals for all learners, then tries in every way possible to help students reach them.

Excellence characterizes a society that has adopted these policies, for it will then be prepared through the education and skill of its people to respond to the challenges of a rapidly changing world."

The Commission then noted: "We do not believe that a public commitment to excellence and educational reform must be made at the expense of a strong public commitment to the equitable treatment of our diverse population. The twin goals of equity and high quality schooling have profound and practical meaning for our economy and society, and we cannot permit one to yield to the other either in principle or in practice. To do so would deny young people their chance to learn and live according to their aspirations and abilities. It also would lead to a generalized accommodation to mediocrity in our society on the one hand, or the creation of an undemocratic elitism on the other."

It was to address these concerns that STCC's Task Force on Excellence was created. The Task Force completed its work in May 1984 and the report it presented to me was both comprehensive and relevant. I would like at this time to thank all who gave of their time and expertise to this exercise. It represents an important effort by the faculty, staff, and students of the College to examine past and present performance and to identify the major issues confronting our institutional mission and philosophy.

The report itself contains 123 recommendations dealing with virtually all aspects of the College. Over the past semester, members of the the Administration have examined each of these recommendations and commented on them to me. What follows is my specific response to each in what I think is a deliberative and straightforward fashion. The Task Force findings and recommendations were generally presented in the report as short-term and long-term objectives. For ease of discussion, we have clustered them in related areas and will address them seriatim.

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I. Academic Affairs

Of the twenty-seven recommendations contained in the area of academic affairs, we will begin by citing the last concern expressed by the Task Force as it directly relates to the issues raised in the report "A Nation at Risk" quoted above.

Topic Area: Academic Standards # 27

Long Term: To continue to maintain an academic environment in which the primary goal is that a capable student may realize his/her full potential.

Response: This concern spans the differences between departments, between administrative and academic responsibilities and across the breadth and diversity of our student body. The Task Force has addressed this issue and, in true Socratic style, they have come up with more questions than answers; but it is with questions and open minds that we must begin.

Two points must be addressed here as a background to the specific responses to individual concerns that are to be found in the remainder of the Task Force document. First of all, there seems to be a lack of communication between the faculty and staff as to what institutional studies have been made, what analyses have been done, and what actions have been taken previously in many of the areas addressed.

A multitude of documents produced on our campus over the past several years are available for study and evaluation. A bibliography of these documents appears at the end of this report, and it is a list that represents thousands of pages and thousands of hours of work and dedication by the College's staff and faculty. Also to be found here are reports by outside consultants and evaluators. Many of these reports are both frank and objective; many of them address the concerns that are found in the report of the Task Force. We are not suggesting that all answers are to be found in these documents, but a review of their contents will prevent us from having to start once again at the very beginning. These documents will be put on reserve in the library for the use of anyone interested; I hope that they will be used and that a dialogue will be undertaken with those who prepared them.

Secondly, there is a heavy emphasis on developmental and remedial education in the Task Force Report. This is a crucial area and falls within the parameters of our mission

as a community college. Every year we spend a greater percentage of our resources on the underprepared student and the demographics of our entering student population made this an appropriate expense. We must, however, realize that unless we retain and safeguard the excellence of our college level academic programs, we will have failed our mandate. With remedial and developmental programs, perhaps the major benchmark of success has been the number of students who have been able to gain acceptance into degree-granting departments. Generally, students do not come to Springfield Technical Community College for the excellence of our developmental programs; they come for the reputation of the College's career and transfer programs. If students must spend time preparing to enter the program of their choice, they will be pleased to find we have one of the finest developmental programs available anywhere. This is not to infer that we should not put a high priority on these programs; but they should not have the highest priority or we have turned our mission upside down.

Task Force on Excellence Recommendations:

Topic Area: Academic Standards # 1, 16

Short Term (#1): Reclarify policies of Board of Regents regarding open admissions and underprepared students.

Long Term (#15): Redefine College's Development/Remedial Objectives.

Response: In June, 1982, the Massachusetts Board of Regents for Higher Education released a document entitled A Long Range Plan for Public Education in Massachusetts. This document was an answer to a mandate presented to the Board of Regents by the legislature in Chapter 15, Section 5, which instructed the Board to "analyze the present and future goals, needs and requirements of public education in the Commonwealth. The Board of Regents staff has been consistent in adhering to these written policies and objectives, and those policies and objectives are very specific as to the mission of the community colleges and the role of developmental education. The following excerpts from the BRHE Long Range Plan are specific and do guide the policies of that Board:

"All community colleges shall:
- have primary responsibility within the

public system for basic skills assessment and development programs.

The Board of Regents recognizes the ongoing need for developmental programs and understands the need to develop adequate funding for them. The objectives of the programs shall be to provide the opportunity for each student:

1. to raise his/her cognitive skills and learning techniques to a level that will allow the student to pursue a college education successfully.
2. to develop self-confidence and self-respect in his/her ability, positive attitudes regarding learning, self-discipline and community responsibility that will serve as a reinforcement for success in college."

When Springfield Technical Community College developed The Five Year Plan:1982-87, the issue of developmental and remedial education was addressed from a number of perspectives and in both a historical and future oriented context. This examination was facilitated by the amount of work that had been done in this area under a Strengthening Developing Institutions Grant.

Developmental education was examined in view of changing enrollment, existing programs and facilities, needs of other academic departments, and the fulfillment of our mission as a community college. Discussion of computer assisted instruction, student services, instructional resources and financial resources also involved detailed analysis of the College's current position and projected needs in the area of developmental education. The Office of Academic Affairs prepared an update to The Five Year Plan in 1984, which again addressed the area of developmental/remedial studies and the entire Plan is due to be revised and updated during the current academic year.

A review of all relevant documents and policies is not possible here; most of these materials are on file in the Office of the Executive Vice President however, it must

be pointed out that the College's objectives and methodology in the area of developmental education are constantly being redefined; and we have consistently been in the vanguard with the use of new evaluation methods, teaching methods, needs assessment, and program availability. Springfield Technical Community College was the first community college in Massachusetts to initiate a series of developmental courses for non-graduation credit.

Our ESL program pioneered the way for similar programs at other institutions in the early seventies. Several years ago, the legislature, in conjunction with the budget process, issued a special commendation of our Individual Learning Center - the list goes on and on.

The remedial/developmental objectives for the College have also been recently totally rewritten with performance benchmarks, areas of responsibility and a precise timetable for inclusion in Springfield Technical Community College's FY86 Budget request (pp.202-204).

For additional discussion of the College's developmental programs, please refer to pages 9-16.

Topic Area: Academic Standards # 3, 17

Short Term (#3): Study Scheduling and advising of developmental students.

Long Term (#17): Improve systems for scheduling and placement of academically disadvantaged students.

Response: The scheduling, advising, and placement of academically disadvantaged students has been an active concern of Springfield Technical Community College since it opened its doors in 1967--and great progress has been made. Placement tests and indicators have been devised, revised, and sometimes made mandatory. Computer programs have been written to automatically schedule students based on certain criteria, and to obtain a meaningful, easy to read, student profile. Additionally, Springfield Technical Community College is the only community college in the Commonwealth to have a computer based degree audit program to assist advisors of General Studies students, and this program has recently been extended to the Business Administration

Department. Progress has been both rapid and continual and has been possible because of the resources that the College has devoted to this purpose.

Most recently, the advising system has been closely scrutinized by the Academic Advising/Retention Task Force which issued its latest report at the end of the Spring 1984 semester. The committee analyzed a large number of problems, including retention of developmental students, the enforcing of prerequisites, bad advising, and the lack of a fully integrated system for student information.

While we are unable to cover all the recommendations here, suffice it to say that many valid recommendations were made and researched, some of which, such as the extension of the degree audit program, discussed above, have already been implemented.

During the Fall 1984, semester a pilot program for high risk students was conducted by the General and Developmental Studies Department. Based on placement records, a control group of 74 high risk students was designated. Selection was based on a student being placed in two or more developmental courses. Throughout the semester, close monitoring of student progress in these courses was charted by General Studies Counselors, the result being that 55 of the 74 returned for the Spring, 1985, semester. The implications of this pilot study are still being discussed; nevertheless, early indications are that intensive counseling of high risk students is effective in increasing their success rate at the college.

Additionally, the College's systems for orientation, scheduling, and registration have been essentially revised from the ground up. For example, orientation now takes place more frequently (on fifteen days last summer), allowing students a flexible framework and making groups smaller and easier to deal with. Registration is now essentially completed before the College opens in the fall; students no longer have to come to the campus to pick up their schedule on Registration Day if they have no problems and their financial commitment has been met. The assignment of advisors and the process by which schedules are generated has been made more efficient, leaving more time and capacity for dealing with individual problems.

It must be pointed out here, however, that the institution must operate within the framework of the Collective

Bargaining Agreement in areas such as advising. While the Task Force suggested such changes as monetary awards for good advising, there is no provision for such incentives in the current contract. The College, however, recognizes the problem of commitment on the part of some advisors and will continue to seek out better ways to improve advising and scheduling and increase faculty incentive in these areas.

Topic Area:

Academic Standards # 8

Short Term:

Examine Performance Criteria in existing developmental programs.

Response:

There seems to be a concern that some students in the ESL and Developmental English programs continue to have difficulty when they make the transition into graduation credited courses. This comment reflects on the performance standards demanded before a passing grade in these developmental courses is assigned. In tutorial mathematics, the performance criteria question relates more to the motivation of the student in "progressing" through the self-paced units and achieving three credits or more at the end of the semester.

The Task Force raises some important questions that require further study. Some solid research documenting the problem and tangential considerations must first be undertaken. Then recommendations regarding the issue of specific performance standards in developmental courses can be addressed. Towards this end, an ad hoc committee of concerned faculty members will be established to investigate the problem and report back to me.

I would point out to this Committee and the Task Force that the issue of Standards of Academic Progress for students (including those in the developmental program) on a semester by semester basis was recently amended by my signature after thoughtful study and subsequent recommendations of the All College Council. These new standards may be found in the 1984-85 Faculty and Professional Staff Handbook; the Minutes of the All College Council and the 1984-85 College Catalog.

While these revised standards have direct implication for the continued awarding of financial aid to a student, the tightening of these requirements gives evidence of the College's continuing concern for upgrading of its

academic standards. May I also refer you to the recommendations of the All College Council which became College policy last year that increased the QPA requirements for graduation with Honors. This was visibly evident at Commencement last June in the smaller number of students with honors tassels. In the same vein, Alpha Nu Omega, the National Honor Society, also increased its QPA requirements. All of this is indicative of a growing concern for maintenance of academic standards which this Task Force recommendation seeks to expand into the developmental areas.

Topic Area: Academic Standards # 2, 10, 12, 22

Short Term (#2): Examine College's system for identifying students in need of remediation.

(#10): Examine impact of underprepared students on academic standards and expectations in all departments (courses at the introductory level).

(#12): Consider basic skills entrance criteria for non-developmental courses.

Long Term (#22): Establish entrance criteria for admission to non-developmental courses.

Response: This is a legitimate area of concern. Studies done by the General Studies staff, for example, have consistently showed that low scores on the Nelson/Denny Test of reading ability are highly correlated to poor academic performance in other areas. Some departments have established minimum standards for majors. However, this has not addressed the problem of underprepared students, especially in such areas as the social sciences. It is fairly obvious that if significant numbers of underprepared students with poor skills and low reading comprehension levels fill these classrooms, there will be an effect on the academic level unless the college makes a concerted effort to avoid the watering-down of our expectations. We do not intend to let this happen; and where it has happened it must be corrected. This effort must begin, in truth, with each one of you in your own classrooms. As its nomenclature states, the Task Force on Excellence was set up to ensure that the educational level at Springfield Technical Community College remained at a

high level, an excellent level, if you will. Any erosion of our standards only serves to carry-through the trend that has been set over the past two decades in the lower levels of education, and that is not our intention and will not be the result.

I intend to set up an ad hoc committee representative of all academic divisions to recommend specific policies and actions that should be taken to ensure that our academic programs and courses remain at a level which brings forth a worth-while effort from all enrolled students and which will retain the integrity of our academic departments.

Alternatives such as extended testing for reading comprehension, tighter course entrance requirements, and developmental science, business, and social science courses must be discussed and evaluated. It will not be an easy task, but to ignore it would be to ignore the very basis of our mission as educators.

Topic Area:

Academic Standards # 4, 6, 7, 9, 13, 19, 23

Short Term:

Study performance history of developmental students.

Study developmental programs and services presently available at the College.

Consider needed developmental programs, services and facilities.

Examine possibility of a remedial "micro-college."

Examine academic support services which are presently available (especially tutorial services).

Long Term:

Establish developmental courses in disciplines where they are needed and do not exist; for example, social sciences.

Establish a one-semester or longer "micro-college" for students who are at severe academic disadvantage.

Establish a full-service learning center.

Response:

The diversification of students enrolled on the STCC campus becomes more pronounced with each ensuing academic year. This fact strongly testifies to the adherence of the College to its historical mission: providing "access to higher

education for all, with special attention to the educationally disadvantaged." It is, however, with a mixed sense of pride and concern that we assess the demographics of our student body: assured that our outreach efforts are accurately reflecting our mission and the needs of our service area but attentive to the extent of campus services and programs which the varying needs of these students dictate. To provide merely "access" to higher education, without the provision of viable support mechanisms to attain individual goals, is as unworthy an effort as closing the "open door" altogether.

STCC has systematically developed necessary support services to meet the special needs of its students. Many of these services have been initiated with grant resources which have been seriously reduced in the past three years.

Increasingly, the College has institutionalized these special efforts, since curtailment of support activities will assuredly cause many to abandon their college goals. The initiation of each support service appears to impact magnetically in the "open door" admissions policy, attracting greater numbers of "non-traditional" students to the STCC campus each year. Assessment of the enrollment of students into remedial and prerequisite skills building programs within the General Studies Department very accurately reflects the influx of academically underprepared, "high risk" students drawn onto the campus during the past three academic years:

<u>Academic Year</u>	<u>Enrollment: Genl/Developmental Studies</u>	
1981-82	653	19.4% of enrollment
1982-83	846	23.2% of enrollment
1983-84	991	26.7% of enrollment

The critical, moral issues which the College must address in terms of the trend which the above statistics indicate involve retention of these "high risk" students by the provision of services to the point where individual academic goals are attainable. In recognition of the need to provide quality academic support programs and services to the many underprepared students who enter STCC through the "open-door" admissions policy, the College has extensively evaluated existing services and studied instructional models for development and application. The result of this process has been the implementation and growth of

developmental programs which have been cited as exemplary by the State.

STCC's existing developmental programs and services were extensively studied by the College's Task Force on Liberal Arts and General Studies and a report of the Task Force's findings was issued in December, 1982. The report included an extensive list of proposals and recommendations, which are summarized on pages 224-226 of the College's Five Year Plan for 1982 - 1987.

The proposals made by the Task Force have served as the basis for the ensuing direction of the College's developmental programs.

The report called for the strengthening of the College's institutional capacity to provide academic counseling and monitoring, particularly for students enrolled in developmental instruction. The first stage of the implementation of this recommendation occurred in Fall, 1983, when the College hired a full-time academic counselor to provide increased academic support to the 900 General/Developmental Studies students enrolled at the College.

Additionally the effectiveness of the College's General Studies program has been analyzed and evaluated in several other studies. For example, the College's Five Year Plan includes an analysis of the success rate of students applying for intra college transfer from General Studies into career or transfer programs. In FY80, for example, 80 percent of the applicants were accepted into new programs--and 87 percent of these went into their first choice program. A later study done by the Office of Institutional Research analyzed the academic record of the graduating class of 1982. This report notes that 49 percent of STCC's graduates started in Developmental Math and 24.5 percent in Developmental English. Obviously, a large number of students are finding their way successfully through the remedial/developmental programs and are continuing to receive degrees in fields of their choice.

Numerous other studies involving the progress of developmental students have been completed, and the statistics and analyses are too extensive to synopsise here. A comprehensive list of these reports is included in Appendix A.

STCC's grant proposals in 1983 - 1984, and 1984 - 1985,

continued this focus on the need among non-traditional students for developmental programs. The College's Special Student Services federal grant application, submitted in December 1983, was favorably reviewed, resulting in three more years of support for Project A.I.M., a program which has provided cultural enrichment, special academic assistance and guidance support to 200 low income, first generation college students annually since 1978.

The results of longitudinal studies conducted by the College indicate that project AIM's activities are positively impacting on the students receiving such assistance. For example, a group of 185 General Studies students who received specific support under the Special Student Service Project during academic year 1980-81 was followed and assessed in a comparative study against the overall campus enrollment. Retention of this group of 185 "high risk" students exceeded the overall campus retention rate by 7% at the end of the academic year.

STCC has been at the forefront among Massachusetts institutions of higher learning in terms of providing bilingual educational support. Until recently, these services had been largely funded from federal sources. During the 1983-84 academic year, however, the College successfully brought onto the State payroll all of the bilingual support programs on campus, freeing limited federal support to further meet the needs of all disadvantaged students and providing a concrete statement of STCC's commitment to linguistic minority students.

STCC's commitment to developmental programs remains an on-going one. In the College's Fiscal Year 1986 budget proposal package for state funding are requests for:

- 1) \$204,000 in funding to support critical support services for the College's increasing numbers of high risk students. This funding is sought for a learning center including four counselors, and clerical support for the purpose of working with "high risk" students from the admissions/acceptance stage through their enrollment in developmental courses. Also requested were three developmental specialists and 2.5 ESL specialists to develop state-of-the-art instructional methodology, coordinate tutoring services, train student and professional tutors, and provide direct remedial instruction and faculty orientation.

- 2) \$161,000 for the support of a Disadvantaged Student Program, including substantial funding for tutorial support and a coordinator of tutorial services, funding for a staff counselor to track disadvantaged students,

the purchase of Developmental English software, and lab technicians to assist students with their developmental work in the math laboratory.

3) \$50,000 in funding to support directed counseling for "high risk" students, including a counselor for students with special needs and/or learning disabilities, and a coordinator who would develop a Central Advising Center and expand it to a Master Advising Model.

4) \$50,000 in support for a Tutorial Enhancement Program, including \$14,500 in funding for additional tutoring and funding to support a Coordinator of Developmental Tutorial Services.

5) \$50,000 in support of additional personnel to assist ESL students, including a bilingual instructor of mathematics/sciences, a bilingual career and academic counselor.

The amount of College funds spent on the Tutorial Assistance Program has been increasing steadily in recent years, including an increase of 20 percent from fiscal year 1984 to fiscal year 1985 alone. The effectiveness of the program in the 1984-85 academic year has been improved, since, for the first time ever, allocations for tutors were made before the fall semester began, so that tutorial assistance is available to students as soon as needed.

During the 1984-85 academic year, students receiving tutoring in Developmental English will be tutored by students identified and trained during the previous semester. The tutorial coordinator position for which funding was sought in the College's FY1986 budget request will, if funded, provide a means for such pre-training of all student tutors prior to their assignment.

As noted in Academic Standards #11, 20, 21, Computer Assisted Instruction is also being made increasingly available to students in developmental courses.

The amount of library space and resources available to STCC students has been increased. Renovations completed in 1983 doubled the amount of study space in the library. Further, a computer link with all local libraries has been established.

The Administration has taken note of the TFOE's

recommendation that developmental courses be considered in disciplines where they may be needed but do not currently exist. As a component of the College's Professional Development program, the Administration will work with the faculty to plan and conduct a workshop for the purpose of exploring the possibilities of developmental courses in departments where such a need is perceived.

The College has also investigated the feasibility of utilizing Computer Managed Instruction in developmental courses. A task force of STCC's developmental studies faculty members researched model C.M.I. systems such as R.S.V.P., developed and utilized by Miami Dade Community College and provided recommendations to the Academic Dean for implementation of similar systems at STCC. The cost for hardware and software to accomplish CMI projects, as proposed, has precluded immediate implementation of these activities; the application of C.A.I. developmental capabilities is currently taking budgetary precedence over planned CMI activities. Within ensuing budget periods, funds will be requested for integration of CMI methodologies into our developmental courses and programs.

While the term "micro-college" may be appropriate in some instances, the concept may be dysfunctional. Indeed, there could be a similar concept through the activities of an advisement center, as previously discussed, without burdening the student with a sense of separateness.

Finally, over the past academic year, the General and Developmental Studies staff has been expanded with the professional services of a full time director, two academic counselors and two part time assistants. Furthermore, coordination among General Studies staff members, as well as their accessibility to students, has been facilitated this Spring 1985 semester through the centralization of all the departments' offices in a newly renovated office wing on the second floor of Garvey Hall South. This physical reorganization is an initial step toward the comprehensive administration of the central advising model and the Learning Center requested in the FY1986 budget. In addition, central advising has been facilitated by the development of computer software that can synthesize academic data on currently enrolled students for easy access by academic counselors.

Short Term (#14) Examine the Possible Problem of Grade Inflation

Long Term (#24): Complete and Publish Grade Inflation Study

Response: The comments of the Task Force and the faculty when surveyed seem to confirm a grade inflation tendency at the College over the past five to eight years. This, however, is a national phenomenon. In great part it can be explained by the increased number of underprepared students that have entered the College and will continue to do so for the foreseeable future.

As stated elsewhere in this report, standards of excellence have been a consideration at this College for some time now. The faculty themselves have initiated the process of upgrading standards and have received the encouragement and support of my office. I point out, for example, the recent change in the standards of academic progress policy, the raising of QPA requirements for the granting of honors at Commencement and the increase in the QPA requirements for admission into Alpha Nu Omega, all of which were initiated by committees of the All College Council and approved by my office last year.

Clearly, more can be done. A Study Committee will be established to look into this and other issues relating to academic standards. Each semester a report is generated documenting the grade distributions of faculty. These reports could be given to the committee in an anonymous fashion for their study, and if deemed appropriate, publication in a manner that maintains and assures anonymity and confidentiality.

Topic Area: Academic Standards # 5, 18

Short Term (#5): Establish partnership for academic excellence with STCC's feeder schools.

Long Term (#18): Through the "Partnership for Academic Excellence" cooperate with STCC's feeder schools in remediating students prior to entrance.

Response: STCC has been a full "partner" with the Public School of Springfield since the inception of the "Partnership for Excellence" two years ago. The "Partnership for Excellence" is an advisory committee comprised of educators from all academic levels and representatives from

local industries. The goal of the Partnership is the strengthening of all areas of the Springfield Public Schools. Task Force teams have been organized to address the specific areas of support necessary to accomplish this broad goal. These areas include guidance, academic planning, professional development and in-service training, use of new technologies, remedial and tutorial education, and other areas as well. Several faculty have volunteered to act as mentors in the program and I am an active member of the Partnership Committee and the Curriculum Subcommittee.

In 1984-85, STCC has provided direct fiscal and personnel support for strengthening these endeavors by developing two specific programs funded by a grant from the Board of Regents. One area receiving our intensive support concerns career awareness of non-traditional career fields for students. The second involves math and science strengthening of curricula in Vocational and Technical High Schools. During 1985-86, these two projects will be continued and expanded pending grant support, and an additional project will be initiated. This third project addresses remedial education and the issue of retention. Through a task force to be organized of educators at the post-secondary and public school levels, analysis of existing services and methods will be performed. The intention of this first year of project activity shall be toward defining common areas of concern and coordinated methods for realizing mutual objectives of satisfactory progress and performance for educationally disadvantaged students. Regents' support by grant funding is essential to our follow-through of these programs in 1985-86.

This third project will also serve as a supplement to another cooperative effort with the Springfield School Committee. A Curriculum Review Committee composed of representatives of the Cooperating Colleges of Greater Springfield member institutions is charged with reviewing secondary occupational and transfer curricula. An effort will be made by this Committee to assess the preparedness level of graduates of local high schools when they enter college. It is expected that recommendations will be made to the School Committee in June 1985.

For the past three years, our college has jointly sponsored discussions with Commerce High School relative to curricula

in the areas of Mathematics, Data Processing, Accounting, Business Management, and Word Processing. The purpose of the meetings has been to facilitate the smooth transition of students from Commerce to the college, and to insure that curricular offerings in both institutions are meaningful and cohesive.

Topic Area: Academic Standards # 11, 20, 21

Short Term (#11): Study Teaching Methodologies for Underprepared Students.

Long Term (#20): Establish Developmental Courses in Disciplines where they are needed and do not exist; for example, Social Sciences.

Long Term (#21): Aid faculty in Developing Strategies and Techniques for Teaching the Academically Underprepared.

Response: The Individualized Learning Center in the Mathematics Department, from its inception several years ago, has been widely recognized across the state as an innovator in the delivery of developmental mathematics instruction. Substantial fiscal resources have also been channeled into ILC staffing and operation.

The expansion of developmental programs into other areas has also been studied. Two years ago several members of our developmental English Department visited Miami-Dade Community College in Florida where they examined CAI - CMI instructional techniques. From that experience, the Dean of Students at Miami-Dade was invited to the College where he presented a workshop for faculty highlighting Miami-Dade's RSVP program which is a variant of CMI.

Faculty in Developmental English have also investigated the Plato System based at the University of Massachusetts in Amherst. Subsequently, two members of the faculty were given teaching release time, under a STCC Professional Development stipend, to develop methods of integrating the CAI-Plato System into our Communication Skills course (LD099). This plan was further developed by the faculty this past summer. During the Fall 1984 semester, six sections of LD099 are being run on an experimental basis with CAI.

The introduction of CAI into developmental courses is not without cost. A developmental laboratory has been

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established with dedicated PC's and tutorial assistance. Furthermore, top priority has been given to Developmental CAI instruction in English in the FY86 Budget Request presently with the Board of Regents.

With regard to the establishment of developmental courses in other areas, it should be noted that work has been done on an Introduction to the Social Sciences course which would be developmental in nature. However, what such discussion raises is the controversial issue of mandating a full developmental semester or academic year for certain underprepared students before they are permitted to take any college level courses. Not enough research has been performed on this topic nor has a consensus been developed as yet among faculty.

It is anticipated that significant fiscal resources will continue to be devoted to expanding CAI in Developmental English while maintaining quality instructions in the I.L.C. The College will also continue to make available release time professional development stipends for research and development of innovative, instructional methodology, some of which can and should be in the developmental education areas.

In-service workshops will also be instituted over the next two years along with other methods of disseminating information on instructional methodology. All of this ties in with the College's general plans for professional development discussed in another section of this report.

The College over the past two years has made a significant philosophical and fiscal commitment to the use of CAI in a wide number of academic areas. The next step is CMI, which however, is a more costly venture. Over the next two years, a wide spectrum of College personnel will be evaluating the impact for STCC of such systems as Miami-Dade's RSVP program and making recommendations.

We will also encourage the study of the advisability of a full developmental program for underprepared students. This topic relates to the issues raised in the discussion of the micro-college in another section of this report.

Topic Area:

Academic Standards # 15, 26

Short Term (#15): Consider minimum basic skills requirements for all graduating students earning a degree.

Long Term (#26): Implement minimum basic skills requirements for graduating students earning a degree.

Response: While the College does not require testing and evaluation of basic skills competencies of all students for graduation, it should be noted that many of our programs--particularly in the Allied Health fields--require national licensure exams. Historically our students, in all fields across the board, have excelled in these exams.

At this time I would hesitate to move in the direction of requiring some competency test of basic skills for graduation. With the number of underprepared students arriving in our classrooms, it is quite evident that the problem begins in the lower grades. Changes are indeed underway at that level, some of which might be mandated soon by the state legislature. Instead of reacting too quickly with such drastic measures like competency exams for all, I would prefer to wait and see what is produced by these changes on the public school level. In the interim, the emphasis we are placing on upgrading our developmental program should produce the desired result. Furthermore, I trust the faculty in their courses to ensure that students certified by them for graduation are competent and have been measured against high standards of excellence. This, by the way, is the true prerogative and responsibility of the faculty.

Topic Area: Academic Standards # 25

Long Term: Codify performance standards in those courses where it is possible to do so.

Response: The institution from the outset has maintained that students have a right to know, in advance and in writing, the behavioral objectives and performance requirements of each course they undertake. To this end, The Faculty and Professional Staff Handbook clearly stipulates that these elements be incorporated in a course syllabus and that the syllabus be distributed during the first week of classes each semester. The Executive Vice President's Office maintains a current file of these syllabi and the collective bargaining agreement provides for their routine evaluation by peers.

These procedures go far to ensure that general academic standards are maintained in each course.

Beyond this is the issue of establishing and codifying performance standards in academic areas where perhaps more than one professor may be teaching the course content or where one course is a requirement for another. Introductory level courses perhaps fall into this category. In these cases it would seem that the most logical method of monitoring a common standard of performance would be through departmental exams. Already the Business Administration Department, the Electronics Department, and the English Department hold their introductory level courses to uniform standards through some form of common examination. Others have agreed upon common textbooks or laboratory manuals. However, these decisions have been made by the members of the individual departments where indeed such decisions belong.

A most effective way of establishing common standards of performance has been provided by the introduction of Computer Assisted Instruction (CAI) into the basic level mathematics courses. CAI facilitates mastery learning of a common body of knowledge. With the opening of the ILC several years ago the College has become a state-wide leader in this form of education. CAI has been just recently introduced this semester into our Developmental English program with what we anticipate will be an equal degree of success.

The ultimate method of ensuring performance standards is with Computer Managed Instruction (CMI). As was mentioned elsewhere in this report, faculty have researched this instructional methodology at Miami-Dade Community College and were impressed with its ability to monitor individual student performance. Once again, the cost of implementing such a system, not only in terms of hardware and software needed but also in terms of the necessary professional upgrading of the faculty involved, make this a rather expensive system to employ. Still, I encourage the faculty to continue to investigate its potential, and I will work towards directing some of the resources of the institution in this direction.

II. Admissions

The Admissions function at our college transcends complete dependence on a recruitment role only. The members of the Committee on Admissions recognized this pluralistic view of the admissions-advising-retention cycle and formulated objectives based upon this approach. The topics range from streamlining of the admissions process to developing a course in study skills.

Topic Area: Admissions #1

Topic: Cashier's Office go "on-line", enter name, SS#, residency status, paid/waived status. Rejected applications returned to applicant w/explanation. Computer-accepted applications sent to Admissions. Admission staff inputs application information onto computer. Computer Center projects reports.

Response: There is a current committee which is studying admissions procedures in relation to data processing capabilities.

The only change that I would suggest in the above recommendation is that the Admissions Office, not the Cashier's Office, return rejected applications to the student with any needed explanations.

Topic Area: Admissions #2

Topic: Preparation for "acceptance" review. Consolidate inactive student files in one area conducive to storage/easy retrieval. Funding required to purchase proper office storage furniture and to pay needed temporary help.

Response: During the past academic year, consolidation of files has taken place in the Registrar's Office.

Some research has been utilized over the last couple of years relative to the possibility of converting present paper files to microfiche. I have directed the Dean of Admissions and Registrar to prepare a succinct report on the possible benefits to the institution of such a conversion and also the projected costs associated with such a conversion. I intend to implement such a system if the FY'86 budget permits.

Topic Area: Admissions #3

Topic: Receipt of Tuition Deposit. Designated area set up in Admissions area with necessary computer equipment for scheduling. Area could also be used for Admissions processing. (3 CRT's for processing and viewing 2 printers - 1 letter quality and 1 dasher).

Response: Data Processing equipment has been implemented in the Admissions Office area.

Present utilization of this equipment seems to satisfy the needs of the Admissions Office to put "Acceptances" of students in an on-line status.

The present receipt of tuition deposits is handled by the Cashier's Office and the Computer Center jointly. The Admissions Office is then notified in a timely fashion of the receipt of tuition deposit and the specific student's master card is updated.

Topic Area: Admissions #4, 10, 16, 17, 18, 19

Topics (#4): Advisor Evaluations

(#10): To place a high priority in recognizing and rewarding in real terms high quality academic advising.

(#16): Advisors should be trained and fully supported by institutional resources as well as provided Degree Audits for their advisees and Advising Handbooks with useful information.

(#17): Good academic advising should be highly valued by the college community.

(#18): Monetary awards should be utilized to reward good advising.

(#19): Advising should be routinely evaluated by students.

Response: One of the primary strengths of this institution is the academic advising system which brings students together on a one-to-one basis with a member of the faculty from their academic discipline. Even though the present collective bargaining contract mandates such an advisement system, we can take pride in knowing that this practice was being followed at the College well before it was mandated by the Collective Bargaining Agreement.

In addition to providing individualized, quality advisement for students, the importance of maintaining this high level of academic advising is underlined by our enrollment and retention statistics. Given the national projections for a decrease in college enrollments and the emphasis that needs to be placed on retaining a greater number of students, the Task Force is right on target in calling for greater emphasis to be placed on academic advising and a review of the present system. I am in complete agreement that good academic advising ought to be recognized and rewarded. Similarly, administrators must establish the standards and create the environment that will promote and enhance quality advising among the faculty. However, the problem is with the method for selecting the excellent faculty advisors to be singled out for recognition and then the determination of the type of reward to be received.

Evaluation may be formal or informal and carried out by either administrators, peers, students or a combination of each. There are several collegiate testing services that have developed instruments that can be used by students to evaluate quantitatively academic advising. Nevertheless, given the specific parameters of the current collective bargaining agreement that prescribes the role of student advising in the evaluation of faculty, such instruments and other formal administrative or peer evaluation quite clearly is prohibited. I also feel that the contract constricts any financial remuneration resulting from formal or informal evaluation.

Yet, despite this, the institution must do more to emphasize the importance of advising among the faculty advisors and do more to raise the status and prestige of the advisor and the process itself. The following will be implemented by the college.

1. New faculty will be thoroughly oriented to the role of an advisor.
2. New faculty will be paired with experienced faculty members for the first year of service.
3. Division Chairs will take the time periodically in division meetings to discuss and emphasize the process of advising and relate specific changes in procedures.

The Academic Advising and Retention Task Force last year made some valuable suggestions on methods of improving the system. They recommended that either a General Workshop or specific Divisional Workshops on student advising ought to be held as a form of staff renewal and in conjunction with professional

development. I fully support this concept and ask the members of the Academic Advising and Retention Task Force to develop plans for such a workshop(s).

I will continue to recognize the outstanding contributions of our faculty and staff with the awarding of the President's Award. Exemplary faculty advisors will be sought out for recognition.

A very interesting segment of the April 23, 1984 STCC Marketing/Public Relations Committee survey (1108 student respondents) revealed that 79.7% of the respondents indicated that they rated academic advising on campus from "satisfactory" to "excellent." This rating is very good, but even better ratings should be pursued.

There are many groups on campus that are concerned and involved with academic advising. I would welcome suggestions from these groups concerning additional ways to increase the importance and prestige of the advising process on campus as well as other practicable methods of recognizing and rewarding those who perform the task with excellence.

Topic Area

Admissions #5

Topic:

Establishment of an Advising Center (permanent) to assist those students with exceptional problems or those who experience problems with current advisor.

Response:

The College Administration shares the TFOE's interest in establishing a permanent advising center to assist students with exceptional problems, as evidenced in STCC's Fiscal Year 1986 Budget Request, wherein the State has been asked for funding to hire:

1) A full-time professional to develop and implement an academic advising system initially based on a Central Advising Center model, and, subsequently, expand this system to a Master Advising Model.

2) A full-time professional to assist the Director of General and Developmental Studies in identifying learning-disabled students among new entrants to the College, and to establish an advising system specifically to address the needs of high risk students as identified by the College's new computerized tracking codes.

3) Additional clerical support to assist the aforementioned professionals and to perform additional duties within the General Studies Department.

As a very meaningful approach to implementing an advising center, the General Studies counseling staff has moved to a centralized area on the 2nd floor of Garvey Hall South. Our long-range plan is to develop this area into a central counseling/advising center.

Topic Area: Admissions #6

Topic: Ensure that a General Studies Core Advisor is available during each hour of Add/Drop.

Response: The Administration agrees that a General Studies Core Advisor should be available during each hour of add/drop. The introduction of early registration for the 1984-85 academic year virtually eliminated the last minute crush of students seeking add/drop advice which had occurred in previous years. We are confident that this new policy will allow the General Studies Department to provide ready student access to General Studies Core Advisors in the future.

Topic Area: Admissions #7

Topic: Advisor Workshop/In-Service Training Program coupled with an Admissions Newsletter citing topics directly relating to current or potential problems with intra-college transfer students.

Response: The concept of a Master Advisor Model has been in planning at the College for some time, instigated by work performed by a College Committee on retention. Within the 1985-86 budget, funds have been requested to initiate this activity by a pilot effort within the General Studies Advising systems. The Task Force on Excellence recommendation of Admissions Newsletter topics relating to current or potential problems with intra-college transfer students is a concept which will be implemented. Please refer to page 5 of this report.

Topic Area: Admissions #8

Topic: Intra-College Transfer Student meetings to explain the Admissions procedure.

Response: Please refer to responses Nos. 4, 6, 7, 9, 13, 19 and 23 (Specifically, please refer to the first paragraph of the response) which are grouped together in the section entitled Committee on Academic Standards (page 9).

Topic Area: Admissions #9

Topic: To extend the Degree Audit and Freshmen Scheduling Computer Program to all departments.

Response: Please refer to responses to Nos. 3 and 17 which are grouped together in the section entitled Committee on Academic Standards (page 5).

Topic Area: Admissions #11 and #23

Topics (#11): To invite members of the Administrative Staff to participate in the Academic Advising Process.

(#23): Administrators should be encouraged to do advising.

Response: I agree in principle with the ostensible purpose of these recommendations of the Task Force: those people who are charged with making decisions that affect academic advising should have firsthand knowledge of what problems are present and what impact their decisions will have on the process. The problem comes in with the practical implementation of this idea.

It would be a disservice to the student assigned to a top level administrator if inadvertently that administrator is not available when the student is most in need of assistance. The Deans of the College quite frequently are called away from campus at short notice or have to deal with immediate pending problems thus forcing a cancellation or rescheduling of an advisee's appointment. Under normal circumstances this occurrence is tolerated; however, it might be particularly vexing for a student in academic distress who needs immediate counseling.

The picture I have painted above is admittedly extreme but a valid point nonetheless to consider. Therefore, at this time I do not support the notion of mandating Deans and Directors to participate but if any wish to voluntarily become involved, I would support this effort.

One must remember that extensive Administrative Counseling does go on through the Dean of Students, Dean of Admissions, Registrar and many other staff members.

Topic Area: Admissions #12

Topic: Review and assessment of alternate models of academic advising systems.

Response: Vast improvements have been made in the academic advising system over the past three to five years. This is especially true with the procedures developed to work with high risk students in developmental programs. The registration process has been streamlined to assist advisor and advisee without sacrificing the essential contact and control that the advisor has traditionally had. In addition, more comprehensive and accurate tools are being provided advisors to help them perform their duties.

Currently, after discussion and review, more improvements are underway. In this semester, (Spring 1985) some incoming students, with measurable success, have been scheduled in a private one-to-one session instead of being provided with the usual canned schedules. Also, the established move of the General and Developmental Studies Department members into one central location has vastly improved their effectiveness in working with high risk students.

Under discussion is also the concept of a Central Advising Center that would not work to circumvent the faculty advisor but rather enhance his/her function and act in crisis intervention. A student in need of immediate advising and who cannot locate his/her advisor might go there for assistance. But more to the point, some areas such as General Studies and Business Administration might want to do their entire scheduling sessions from the Center's computerized facilities. In addition, faculty might be released from some of their individual advising roles in order to work several hours in the Center. The Center would also be equipped with computer facilities and be in close proximity to other student services that might be needed such as financial aid or career counseling.

In the distant future looms such prospects as Miami Dade's R.S.V.P. system which automatically, for example, warns students to contact their advisor. This is an expensive mechanism but deserves study and consideration by many elements of the institution.

Topic Area: Admissions #13

Topic: Necessity of reviewing the present mid-semester grade policy.

Response: Several years ago the institution operated under a system of mid-semester warnings assigned by individual instructors that indicated to students that they were in danger of failing the course and encouraged them to discuss their academic progress with their instructor. Since then, for various reasons, this warning system was replaced with mandatory mid-semester grade procedure. Recently there have been some questions raised as to the reliability and accuracy of mid-semester grades and their efficacy versus a system of mid-semester warnings.

Faculty members, in Division meetings and in the Academic Affairs Committee of the All College Council, raised these questions, and much discussion took place. Formal surveys of faculty that have been taken indicated a great diversity of opinion.

As a result of these discussions, the All College Council voted (in December, 1984) to continue with mid-semester grades.

Topic Area: Admissions #14

Topic: Emphasis should be placed on availability of non-traditional support groups at STCC.

Response: There currently exist a wide variety of support groups for the benefit of non-traditional students on campus. The administration is fully supportive of these concepts and is cognizant of the value which these activities contribute to the well being of individual students. However, financial constraints inhibit the College's ability to broaden the scope of services which can be drawn into these endeavors. Presently

there are student organizations to support our Veterans, Handicapped students, Adult Women students and others. There are organizations to support spiritual needs on campus and there are even branches of Over Eaters Annoymous and Alcoholics Annoymous operating at STCC. The administration feels that the existing student support groups must be made more visible with increased campus publicity coordinated by the college public relations efforts and Student Affairs. The provision of individualized guidance support is an effort to which the College has directed intensive planning and for which we have requested substantial budget support in FY 1986. It becomes essential that our counseling staff be fully cognizant of the peer support organizations on the campus to augment counseling services. This will be an aspect of orientation of new counseling personnel hired in 1985-86, pending the favorable review of our budget request.

During the past three years, the administration has taken steps to facilitate the matriculation of returning Adult Women. These have included the staffing of the Returning Adult Women's Center (to this point by grant monies) and facilities support to the establishment of a non-profit Day Care Center on the Campus. The demographics of the student body reflect a 10.5% enrollment of women 30+ years of age. The transitional trauma experienced by many of these women, and child care responsibilities, have required that the College provide supportive assistance to their educational endeavors. Comparatively, 5.2% of our male students are 30+ years of age. Comparison of student numbers indicate that the need of Returning Adult Women far exceed those of Returning Adult Men; budgetarily, our priority must rest with the students whose needs are the most significantly demonstrated.

Because the Division of Continuing Education receives no financial support from the Commonwealth, the provision of support services: tutoring, counseling, Financial aid, etc, is limited to the extent of financial commitment which the Division can make to these services. Financial aid and academic counseling are provided to Division of Continuing Education students, as is limited tutorial support. Expansion of these DCE services and introduction of new ones will be considered for the future.

Topic Area: Admissions #15

Topic: STCC informational packets (viewbooks) should be made available for faculty and administrators involved in off-campus presentations.

Response: I wholeheartedly concur with the Task Force on Excellence that viewbooks should be readily available to faculty and administrators for use in off-campus presentations. Viewbooks are developed for the College on an annual basis. Accordingly, I recommend that the Office of Admissions and Public Relations review the existing printed materials to determine whether:

- 1) The content of the viewbooks is relevant and effective.
- 2) The viewbooks are being printed in sufficient quantities to ensure their ready availability to faculty, administrators, and prospective students.

I further recommend that the Office of Admissions and Public Relations conduct a similar review of the College's existing audio-visual promotional materials to determine their quality, availability, and extent of use.

Topic Area: Admissions #20, 21, 22

Topic (#20): Frequency of contact between advisees and advisor should be particularly encouraged during the first six weeks of the semester.

(#21): Advisors need to be encouraged to stress and "sell" the value of education to their advisees.

(#22): Advisors should be urged to practice intrusion advising.

Response: The above recommendations imply that a problem to some extent exists with some advisors not doing much more for their advisees than signing a registration form when and if the student shows up for preregistration. The solution seems to fall heavily upon advisor training and education and on raising the prestige of the advising function of faculty at the institution. These issues were addressed in another part of this report.

I have previously addressed some ways I have in mind to enhance the prestige and importance of the academic advising process. Likewise, I have encouraged the Task Force on Advising and Retention to continue its efforts in developing one general or several specific discipline oriented workshops on academic advising.

Advisors are already beginning to receive more sophisticated tools to assist them in doing their job more professionally such as the Degree Audit which had been used for several semesters in General Studies and now has been extended to Business Administration. I encourage its use in all other departments as soon as possible.

With regard to the first six weeks of the semester, I realize that this is a critical period of adjustment particularly for underprepared students who need frequent contact with their advisors. Under the present system there is no specific mechanism that, after the first week of classes, formally mandates a student to see their advisor before preregistration at the mid part of the semester. This is not to say that the General and Developmental Studies Department is not trying to solve this problem with their high risk students nor does it mean that certain advisors don't practice intrusive advising to make contact with their advisees during these first six weeks. Nonetheless, the institution needs to do better and I look to the Task Force on Advising and Retention for direction and programming. Advisor training may also be directed in this area.

Topic Area:

Admissions #24

Topic:

An Advising Center, staffed by volunteer faculty with otherwise reduced workloads, should be established.

Response:

A Master Advising System has been proposed for development at the College. It is clear to the Campus Community that many of our existing faculty are exceptional advisors to students, while others maintain the nominal title of "advisor" with minimal effort to this area of contract responsibility. Reduced workloads, and release time to advising activities provides a conceptual framework which is problematic in implementation.

"Volunteer" faculty to support this endeavor must be screened by some appropriate method to determine the quality of support which might be derived from the "reduced load" advising. Certainly, the "nominal" advisors are not the most appropriate faculty to staff the Advising Center. Compounding the problem, some of our most exceptional advisors teach courses which are essential to requirement in certain programs where securing quality release time instructors is exceptionally difficult. Every attempt, however, will be made to implement this concept whenever possible.

Topic Area: Admissions #25

Topic: Create a comprehensive Learning Center utilized by all segments of the college community.

Response: Please refer to responses to Nos. 4, 6, 7, 9, 13, 19 and 23 (specifically the last paragraph of the response) which are grouped together in the section entitled Committee on Academic Standards (page 9).

Topic Area: Admissions #26

Topic: Develop a course in Study Skills and make it a requirement for high-risk students and students on Academic Probation.

Response: The Counseling Center currently offers workshops designed to help students improve their time management, study skills, reading effectiveness, and test-taking abilities. Whether it would be advisable to extend and formalize this information into a non-graduation course such as the current Career Planning and Development course is a question for further study along with the issue of requiring it for certain groups of students or programs. Perhaps there are other ways of delivering this type of information and skills to underprepared students. This is an issue that I will refer to the developmental education faculty for their recommendations.

III. Student Activities

It is evident that our students have done well both in athletics and in the area of student activities over the years. This has been accomplished in spite of lack of a gymnasium facility and lack of an adequate and centrally located Student Activities Center.

The inclusion of a gymnasium in our new building will provide our men and women with excellent opportunities for athletics.

I support all endeavors of the Student Activities program at our college which enhances the athletic, governance and club activities for our students.

Topic Area: Student Activities #1 and #3

Topics (#1): Shower/Locker Facilities NOW.

(#3): Gymnasium (Bldg. 15) plans be brought forward as quickly as possible.

Response: Athletic facilities have been included in the specifications of our new Building 15. For the first time, basketball and other sports will have a proper setting for participation by our students. This will mean that prospective students will have yet another fascinating segment of opportunity at this college to complement the scholastic and social climate which now exists.

The request for shower and locker facilities will be granted upon completion of the new building. Recently, a feasibility study was conducted relative to the refurbishing of the present limited shower facilities in the current gymnasium building. The conclusion then, and now, is that to put money into a temporary facility would not be cost effective.

Topic Area: Student Activities #2

Topic: More funding for athletic department, put Athletic Director on state payroll, increase student fee support for athletics.

Response: The budget for athletics comes entirely, at this point, from the Student Activities budget which is based upon student enrollment and an assessed student fee.

The position of Athletic Director has been requested in our last two budgets, and has been rejected both times. I will continue to seek state funding.

I do not support an increase in the student activity fee at this time, primarily because of the increased tuition fees and the assessment of the Health Service fee as well as a lack of substantial documentation that would justify any such increase.

Topic Area:

Student Activities #4

Topic:

Strengthen communications network on campus.

Response:

It is my intent to strengthen the communications routes among students, faculty and staff on the campus. Many activities do take place now which are not known to all and an advanced communications system would do much to aid in dissemination of news of those activities. Better communications would also foster improved relationships among students, faculty and staff. I welcome specific suggestions on ways to improve upon this area.

Topic Area:

Student Activities #5

Topic:

Relocate Student Activities Center to more central and visible place.

Response:

The present Student Activities Center in Quarters 8 has proved to be of greater utility than the previous Center in Building #16.

However, I recognize the need of a Student Activities Center which can function on an expanded scale. Currently under consideration are Quarters #10 and Building #11 as well as sites in Buildings #20 and #27 which may become available upon completion of the Biological Science Building.

Wherever the site of the Center will eventually be located, I feel the needs of the students will best be served by finding a building which will house more offices and activities than the present quarters.

IV. Community Service

The third word in our College's name is reflected in the formulation of objectives, by the Task Force on Excellence's Committee on Community Service.

Our relation with the Greater Springfield community is enhanced by the many services which our students, faculty and staff provide.

However, we shall have to constantly strive to maintain and expand our community relationships in order to continue to shape how the community perceives us.

One of my initial acts as President was to establish a Dean of Community Service position, which indicates my desire to bolster our efforts in this area.

Topic Area: Community Service #1

Topic: (VI. A.I.) Define Community Service.

Response: The list of Community Services provided by the College is exciting and impressive.

One of the ways to define Community Service is to categorically group together all aspects of the College and its members which have a positive effect and impact on the community.

In the case of our institution, specific items include, but are not limited to, community health clinics, community speakers, outreach work and academic curricula.

Grants which have been generated by the College, and which pertain to community service, are:

1. Hampden County Older Workers Employment Project.
2. Career Awareness Project (designed to familiarize seventh-grade students with career developments in health, science, engineering and mathematics.)
3. Westfield State - Springfield Technical Community College Vocational Educational Project.

4. Displaced Homemakers Project.

5. Radio Station WTCC-FM "Brother Blue" Project.

Topic Area: Community Service #2 and #3

Topics (#2): (VI. A.2.) DCS to act as clearinghouse to coordinate College's Community Service activities.

(#3): (VI. A.3.) College, through DCS, establish contacts with existing community organizations to plan community service activities more efficiently.

Response: DCS should certainly provide the focal point to which information concerning community activities provided by the College and staff would be reported.

In addition, the College should continue to initiate contracts with community organizations so as to plan college contacts and services on a completely coordinated basis.

Topic Area: Community Service #4, 5, 12, 15

Topics (#4): DCS be made truly autonomous (w/independent budget, increased staffing and clear areas of authority and responsibility.) (VI.B.1.a.)

(#5): DCS establish an advisory council. (VI.B.1.b.)

(#12): DCE support and fund DCS outreach services.

(#15): Expansion of outreach activities.

Response: It is impossible to make DCS completely autonomous, but it should have a dedicated budget utilizing DCE monies as the funding source. The purpose of DCS should be clearly delineated, and clearly one of the purposes is outreach.

Currently budgets are being developed with Administrative Cost Centers, and DCS is included as a separate Cost Center.

The DCS should certainly have an advisory board which should reflect the diverse nature of the community and the College, and I encourage the creation of such.

Topic Area: Community Service #6, 7, 8

Topics (#6): (VI.B.2.a.) Division of Health and Human Services - Distinction between curricular and non-curricular based activities be clarified.

(#7): (VI.B.2.b.) Better publicity of Health and Human Service Division's activities be utilized.

(#8): (VI.B.2.c.) Community Health Services should be expanded.

Response: Although our students perform many clinical health services through their departmental affiliations, many also provide even more services at schools, neighborhood clinics and open house and career days. These extended services are made possible by the outreach efforts of both faculty and staff.

Every effort should be made to provide as many community health services as possible. All efforts to publicize the activities of the Health Human Services Division should be actively encouraged.

Topic Area: Community Service #9, 10, 14

Topics (#9): (VI.B.3.a.) Better publicity for current community activities of faculty/staff/administration.

(#10): That Speakers Bureau be activated.

(#14): Greater publicizing of Student Services.

Response: I cannot stress enough the need for positive publicity regarding the community service efforts of STCC's faculty, staff, administration and students.

We have already made significant strides in the area of publicity regarding community activities of faculty/staff administration during the past year, and will continue to emphasize this area in our public relations material.

Regarding the proposed Speakers Bureau, I have instructed Executive Vice President John Dunn to re-establish our Speakers Bureau, and to inform community agencies of our willingness to work with them by providing speakers to match their needs.

Topic Area:

Community Service #11

Topic:

Expansion of Radio Station Services.

1. Greater visibility.
2. Courses, talk shows, issues forums.
3. Ethnic programming.
4. Broadcasting of community events.

Response:

A great deal of programming at WTCC-FM is currently being dedicated to music and events which highlight our diverse ethnic heritage and community pluralism.

The station also carries both syndicated and live material which reflects national and international issues of the day.

One of my major issues of concern is to ensure that student participation in the station is at the maximum level. Another concern is that the station provide the community with as much educationally oriented material as possible.

The financial support which the station has been given over the last several years is no longer available. New methods of funding are being sought, including grants and community/business underwritings. The station is currently operating on a volunteer basis, but some expenses are mandatory.

We have instructed on-air personnel to use the college's name when identifying the station.

The WTCC-FM Advisory Board is presently being re-established.

We will require a periodic review of programming.

Certainly, faculty participation in the station is welcome and encouraged.

Topic Area:

Community Service #13

Topic:

Day Care Center be developed as a model facility for training purposes (with college support).

Response:

The Day Care Center has made great strides in its first semester of operation. Meetings have been held, and plans are being evaluated for converting the former Bookstore area in Building 20 to further day care services. A decision will be reached in February, 1985 by the Day Care Center Board as to whether to pursue the expansion in Building 20 or to consider another site. Once that decision is reached, progress can be implemented.

Educational specifications are being developed concurrently with the physical master plan. The finished product should certainly prove to be a prime candidate as a model facility.

Topic Area:

Community Service #16

Topic:

Admissions, Counseling, Library and Womens Center develop jointly sponsored and inter-related programs.

Response:

This recommendation makes a great deal of sense not only as it applies to the above-listed segments of the College but others as well.

Sharing of information through expanded and improved communications is the first step.

Planning and implementation of meaningful programs utilizing inter related material is the logical second step.

I am recommending that the Dean of Admissions, Dean of Students, Director of Counseling, Library, and Womens' Center meet and discuss implementation of this recommendation.

V. Administrative Services

The Administrative Services segment of the College encompasses budgets, communications systems, custodial functions, security and many others.

The multi-faceted range of Administrative Services clearly indicates the magnitude of attention to detail which must be exercised.

The segments of Administrative Services which were addressed by the members of the Committee on Administrative Services show that the faculty and staff members are concerned, and rightly so, about the delivery of those services by the College.

My responses to those concerns will indicate that some of them have already been addressed.

Topic Area: Administrative Services #1

Topic: Improve surface of Aldo lots.

Response: Work was carried out this summer to greatly improve the surface of the Aldo parking areas. The surface was also more clearly delineated relative to specific parking lines. Steps have been taken to alleviate the surface water problem.

Topic Area: Administrative Services #2

Topic: Improve surface in Western Mass. Lot.

Response: This matter has been referred to the Dean of Administrative Services. Although the lot is not paved, ample dry space is available.

Topic Area: Administrative Services #3, 16, 21

Topics (#3): Improve lighting in the Armory Museum area.

(#16): Improve lighting by Armory Museum behind Quarters 10.

(#21): Adequately light all off-campus lots which are used for night parking.

Response: Lighting continues to be expanded and improved on our Campus. The College is studying a proposal from Northeast Utilities relative to the further changing and upgrading of lights on Campus. The lighting needs of off-campus lots are being studied as well. We have made a request for funding through the Capital Outlay Budget to improve total campus lighting. Exterior lighting on our new building will "flood" the area with light.

Topic Area: Administrative Services #4

Topic: Improve pattern for traffic flow on Campus.

Response: The present pattern for traffic flow was designed to provide great distances of unidirectional traffic wherever possible.

Study is currently ongoing relative to the section between Building #20 and #35. Traffic is dangerous to pedestrians in this referenced area, and the flow should be improved.

Topic Area: Administrative Services #5

Topic: Try to obtain additional peripheral parking near STCC.

Response: Arrangements have been made with Western New England College to lease space for eighty cars, on their Pearl Street Lot, and our current arrangement with Burger King allows up to 100 cars to be parked on the adjacent lot to Burger King. Aldo has just opened an additional lot on Pearl Street, permitting an additional 120 cars to be parked.

Negotiations are still in progress with Digital and the City of Springfield in order to provide even more spaces.

The existing peripheral lots make approximately 1800 spaces available to our students.

Topic Area: Administrative Services #6

Topic: Pursue avenues for obtaining variances for increasing on-campus parking.

Response: All of the space available for parking on campus is being effectively utilized today. Although some of our staff members have drawn plans suggesting parking facilities near Byers Street, wetland restrictions are operative as well as Historical Commission constraints. Efforts are being made by the College

to secure funding for a parking study which will include the possibility of a parking garage. We will continue to use the Green for emergency parking purposes only.

Topic Area: Administrative Services #7

Topic: Encourage use of DCE Satellite program.

Response: This is being done now, and will continue to be done. This suggestion not only provides some remedy for our parking problem, but gives us increased visibility within the Greater Springfield geographical area and beyond.

However, it should be noted that the Board of Regents, Presidents and Chancellors are currently reviewing a systemwide policy relative to the establishment of satellites. The policy which emerges from these deliberations may limit our ability to expand.

Topic Area: Administrative Services #8

Topic: Try spreading DCE offerings over larger time frame during week.

Response: Every effort is made to combine unique and diversified offerings within a realistic time frame. The scheduling of DCE offerings is under the control of the Dean. I know that all scheduling will be considered with the Task Force recommendation in mind.

Topic Area: Administrative Services #9

Topic: Consider off-campus parking for DCE.

Response: This suggestion has been explored by the Dean of Continuing Education in conversations and negotiations with owners of off-campus parking areas. DCE students can now use selected off-campus lots at night without charge. New areas are also being negotiated at the present time.

Topic Area: Administrative Services #10

Topic: Upgrade communication system equipment.

Response: The campus radio communications system for our security personnel has been upgraded. Bids were opened on August 3, 1984, and implementation took place in December, 1984. This allows, for the first time in several years, a very reliable radio system.

Topic Area: Administrative Services #11

Topic: Consider purchasing new security uniforms.

Response: Bid specifications have been drawn up, and implemented, in December '84 for uniforms for our security personnel. In addition to enhancing morale, the new uniforms add to the positive public image of the College. Comments from faculty, staff and administration have been highly favorable relative to the new uniforms.

Topic Area: Administrative Services #12

Topic: Staff Security Office during day hours with a secretary or clerk.

Response: This suggestion is being investigated thoroughly.

At the present time, our Security Chief is present in the Security Office approximately six hours per day. The Main Gate is staffed twenty-four hours a day.

Topic Area: Administrative Services #13

Topic: Consider at least two officers on each shift trained in EMT and at least one who can speak Spanish.

Response: EMT training will be provided by the College to the members of the Security Force. Some of the Security personnel do speak the Spanish language now.

Training for security personnel in the areas of martial arts, police baton and mace has recently been completed.

Topic Area: Administrative Services #14, 15

Topics (#14): Improve visibility of security between 5-7 p.m. and 9-10 p.m.

(#15): Provide greater coverage of security within buildings.

Response: Assignment of security personnel is based upon both availability and best use. Both of these suggestions have been forwarded to the Dean of Administrative Services.

Topic Area: Administrative Services #17, 18

Topics (#17): Install separate "3911" phone.
(#18): Develop a contingency plan for serious and major emergencies.

Response: A separate "3911" telephone (appropriately red) has been installed at the Main Gate.

Leadership personnel within the College will be expected to review emergency procedures with staff members.

A manual for security is currently being discussed with participation from all segments of the college.

The development of a contingency plan will be the responsibility of the Dean of Administrative Services working in conjunction with Chief of Security, Superintendent of Buildings and Grounds, and appropriate Deans, Directors and All College Council Committees.

Topic Area: Administrative Services #19

Topic: Add three full-time security officers.

Response: Personnel needs of several departments within the College are expected to be upgraded. We anticipate adding personnel to the security force in the near future.

Topic Area: Administrative Services #20

Topic: Have one vehicle fully equipped to handle all emergencies.

Response: Security has received a vehicle dedicated to its use on campus. A second vehicle will be forthcoming, and it is planned to equip this vehicle with standard safety equipment.

Prompt use of the "3911" emergency number will not only allow deployment of our security personnel and vehicles to you as soon as possible, but will also allow quick request for police, fire and ambulance service from the City of Springfield.

Topic Area: Administrative Services #22, 23, 24

Topics (#22): Consider second-shift supervisor for custodians.

(#23): Consider a "utility" custodian.

(#24): Enforce eating, smoking and drinking regulations.

Response: More effective deployment of custodians and differentiated staffing patterns will continue to be evaluated by the College in order to constantly improve, and provide better delivery of, custodial services.

Help in enforcing the classroom prohibition of smoking, eating and drinking will enable the custodial staff to do their work even more efficiently.

Topic Area: Administrative Services #25,26

Topics (#25): Enforce conservation program on lights.

(#26): Make energy conservation study on older buildings.

Response: It is my sincere hope that all students and faculty will follow the printed instructions on room light switches to turn off all lights when not in use. Compliance will provide considerable savings.

An energy assessment has been made of the entire campus by means of an aerial survey and inspection.

Further building-based evaluations will be made.

The Dean of Administrative Services will send out periodic reminders and suggestions relative to energy conservation.

Topic Area: Administrative Services #28

Topic: Recognize outstanding custodial efforts.

Response: I concur with the above suggestion. Several departments within the College regularly recognize outstanding custodial efforts, and I would encourage others to do the same. The Dean of Administrative Services is currently developing a program for recognizing excellence.

The current AFSCME contract contains a section entitled Distinguished Service Awards which allows for committee recognition of exceptional service provided to the College by AFSCME unit members.

Topic Area: Administrative Services #30, 31, 32, 34

Topics (#30): Purchase Copy Center equipment, punch, cutter, etc.

(#31): Consider more staff for Copy Center.

(#32): Look for better location of Copy Center.

(#34): Purchase offset press.

Response: I am aware of staff needs and equipment needs for the Copy Center. During the academic year, college work-study funding allows the employment of many part-time personnel to supplement the permanent staff.

Additional equipment has been purchased for the Copy Center, including a binding machine purchased at the cost of several thousand dollars which will facilitate the meeting of departmental needs.

A \$302,000 four-color offset press has been submitted as a special equipment budget request for FY '86. Efforts will be made to get the equipment from the Regent's account.

Recognizing the physical drawbacks of the present location, of the Copy Center, attempts are being made to relocate the Copy Center.

A college-wide study of copying needs is being done by the office of the Dean of Administration. This general survey includes a consideration of relocating the Copy Center to the Graphic Arts Building.

Topic Area: Administrative Services #32a, 33

Topics (#32a): Awareness of Copy Center optimum times with closer scrutiny of what needs to be copied.

(#33): Differentiate between what would be available from Copy Center versus use of printing service for "long runs."

Response: The Copy Center has been called upon on many occasions to produce documents which have strained the finite capabilities of the Copy Center staff.

The two recommendations above have my approval because they reflect the current study by Administrative Services and the Copy Center to decide what should be done by the Copy Center and what projects should be properly sent to bid.

Topic Area: Administrative Services #27

Topic: Urge administrative support to enforce job responsibilities and duties.

Response: I have maintained since I have assumed this office that it is in the essential interest of our College that every employee perform his or her duties with the highest quality of effort. To that end, I support quality evaluation and enforcement at all times at all levels. Thus, I am in complete concurrence with this recommendation.

Topic Area: Administrative Services #29

Topic: Purchase custodial and maintenance equipment such as buffer, snowblower, etc.

Response: Purchase has been effected in some of the above items. The other items are being evaluated for eventual possible purchase.

VI. Other Areas

The Committee on Other Areas has addressed some items which are unique to that committee as well as some items which are linked with existing committees. Quite a few of the items have already been answered in other committee responses, and this is clearly noted.

I am keenly interested in the development opportunities available to staff and faculty. I am also very eager that our Alumni Association continue to serve as a repository for important information concerning our graduates, and that it will develop new strategies to continue its important role in the College.

Topic Area: Other Areas #1, 4

Topics (#1): (VI.A.1.) Establish visible, accessible Alumni Association Office on STCC Campus.

(#4): Give recognition to Alumni accomplishments through effective public relations.

Response: It is my intent to continue the excellent relationship between the Alumni Association and the College.

Room 265 in Garvey Hall (Ext. 3878) serves as the Alumni Association Office. The close proximity of the office to the Administration area allows for a good working relationship.

The College provides selective funding for mailings and alumni projects. The College also provides a liaison to the Alumni Association, the Assistant to the President. Alumni accomplishments are promulgated through campus publications and media.

Topic Area: Other Areas #2

Topic: (VI.A.1.) Employ Alumni Association Coordinator.

Response: Thanks to a Regent's Grant of \$7600.00 received in 1982, a part-time Alumni Association Coordinator was able to be employed.

The original FY85 budget request contained a request for funding of the position, but the request was not considered as one of our highest priorities by the budget review personnel.

The Five-Year Plan of the College does cite the need for a Coordinator.

Every effort will be made to secure state or grant funds to fund this position.

In the interim, the College will continue to provide support for personnel in the Alumni related fields of liaison, data processing, secretarial, etc.

Topic Area: Other Areas #3

Topic: (VI.A.3.) Recruit STCC graduates to become actively involved in Alumni Association.

Response: Each year a seminar is conducted by the Alumni Association to provide information about the Association to graduating seniors.

I not only plan to encourage this activity, but to help plan greater publicizing of the event. Each year, at graduation, the Alumni Association is highlighted during the ceremony.

I am solidly behind any effort to encourage greater membership in the Alumni Association.

Topic Area: Other Areas #5

Topic: (VI.A.5.) Define realistic fee structure for Alumni Association Fund utilization.

Response: I would prefer that the Alumni Association continue its efforts to raise money as it has in the past. This allows for independent direction of Alumni Fund monies by the Association while the College is concurrently involved in the administration of the money account.

Topic Area: Other Areas #6

Topic: Enhance the quality of work life by instituting Professional Development Programs for all STCC personnel.

Response: For several years now there has been an awareness on campus by both faculty and administration of the need for a program of

staff development and renewal. This realization has also been noted nationally in higher education at all levels. The impediments to the successful offering of such a program are both financial and staff related. It requires not only money but an administrative and clerical staff to organize and run such a program. Recognizing these difficulties, the College has taken several steps since 1981 to develop and implement a college-wide, long-range plan to increase professional development opportunities for all faculty and staff members.

A sense of the historical background to these efforts might prove instructive. In January, 1981, STCC applied to the Federal Government for a Title III grant for Institutional Development and Planning. Priority III of the grant proposal requested funding for a one-year period to develop a planning document to strengthen faculty professional development activities and opportunities on campus. The College was awarded the grant, and after a short delay in start-up, implementation began in April, 1982. Priority III provided for the appointment of an Educational Development Coordinator and a Professional Development Task Force to research and develop the professional development planning document. Richard Parkin, the then Assistant to the Dean of Academic Affairs, served as the Educational Development Coordinator and seven Task Force members were selected to represent each academic division of the College as well as the professional staff. The Task Force worked throughout the Summer, 1982, and published its report in September, 1982.

The report of the Task Force was presented to the faculty and professional staff at a General Faculty meeting in October, 1982 and was subsequently made available to, and was discussed at, divisional meetings. During this same period of time the College applied on March 30, 1982, for second year funding for implementation of the program for the period October 1, 1982, thru September 30, 1983, and was rejected.

Despite the lack of second-year funding under Title III, the Professional Development Task Force continued to work during 1982-83 to implement the first year goals of the Professional Development Opportunities Plan. The Task Force was disbanded in June, 1983. Once again in March, 1983 and in March, 1984, the College applied for Title III grants for professional development and in both cases, the institution was not funded.

When STCC submitted its Five Year Plan to the Board of Regents in March, 1983, the essentials of the Task Force's Five Year Plan were incorporated. Also the current status of Professional Development was evaluated and reaffirmed in the 1984 Campus Plan Update submitted to the Board of Regents in May, 1984. Therefore, the "Five Year Professional Development Opportunities Plan" devised by the Professional Development Task Force still remains the organizational document for the College.

Page 20 of the Task Force Report contains a chart delineating the proposed activities specifically for the year 1982-83. These activities were to be carried out by the Task Force (PDTF) itself. Many were of a planning and developmental nature; much of which had been accomplished and is reflected in the 1983 and 1984 Title III proposals. Other high visibility and low cost activities were also carried out. For example, eight Noontime Roundtables were held during 1982-83 with an average attendance of 25-30 faculty and staff members. A highly successful and well planned, college-wide Computer Literacy Workshop was held in the Spring, 1983 which featured presentations, hands-on experience, and follow-up activities. Approximately 58 faculty and staff attended this 4 hour event.

Some activities that involved staffing or consultant fees suffered from lack of second year funding. However, the College did commit itself financially to providing released time to faculty and professional staff for both the Spring 1983 and Fall 1983 semesters. Eight faculty and staff members were granted this released time.

The Task Force Plan also projected activities for the 1983-84 academic year. In preparing for the 1984 Campus Plan Update, we evaluated the current status of those activities for the Board of Regents. Again, with only limited funding provided by state funds and with no professional development coordinator or staff, many of the projected activities were completed by the Office of Academic Affairs. These items can be seen in the attached chart.

Furthermore, as was noted in another part of this report, three members of the faculty were given stipends over the summer of 1984 to work on a CAI project in Developmental English using the Plato system. In the same vein, more sabbaticals were granted over the past two years than in the combined past history of the College.

Realizing that any successful professional development program must be "owned" by the targeted participants, yet also realizing that administrative direction is necessary in the process, I am recommending that a Professional Development Committee be established under the aegis of the All College Council to work in conjunction with the Assistant Dean of Academic Affairs. It should have representatives from each academic division (1 member per division); the professional staff (2 members); and the classified personnel (1 member). The Assistant Dean of Academic Affairs should be a member of the committee as well.

The Committee should be charged with:

1. Reviewing and updating the Five Year Professional Development Opportunities Plan. It should be reviewed and its timeframe updated. Essentially, as written, it provides a balanced program of professional development opportunities for all segments of the campus community: faculty, staff, and administration. When it was first devised, heavy emphasis in the first two years was placed on faculty development; however, the plan addresses, in successive years, the special needs of members of the staff (professional, clerical and all others) and administration.
2. Implementing whatever programming is feasible during the 1984-85 academic year. (This includes requesting funds for "bare bones" programming such as workshops and faculty/staff released time.)
3. Developing specific plans for the Center for Professional Development and Research including its structure, function, and physical site. (See accompanying response).
4. Preparing a budget for FY86 for submission to the President of the College.

Topic Area:

Other Areas #7 and 8

Topics (#7):

Establish "Teaching and Learning" Center on Campus to provide faculty and community education.

(#8):

Rehabilitate Quarters 9 as a permanent site of the Center.

Response:

There is no doubt that a permanent physical location for professional development activities is necessary. The cornerstone of the PDTF's plan is the establishment of a Center for Professional Development and Research which is to coordinate all professional development activities. When in full operation, the center would be staffed by a full-time Director, an Instructional Development Specialist, and a full-time secretary. The Director would report to the Dean of Academic Affairs and the Professional Development Task Force (or Committee) would function as an Advisory Board. A detailed listing of the wide range of activities envisioned for the Center can be found in the PDTF Report.

Besides housing institutional course syllabi and resource material on instructional methodology, the Center should be equipped with mini computers and other elements of advanced technology to assist faculty in the development of materials and other curriculum and research projects. The Task Force envisioned the Center as a clearinghouse for information concerning grant applications, professional conferences, graduate courses and the like. The Center could also sponsor seminars and workshops, mini courses, programs of staff renewal for administrators and classified personnel, faculty exchange programs, business exchange programs, new staff orientation, and it might even publish newsletters to increase communication regarding the items listed above.

While the main focus of our efforts at professional development should be programmatic, the concern of the Task Force on Excellence with a physical location is legitimate. I have asked the Dean of Administrative Services to undertake a cost analysis and feasibility study for Quarters 9 as the location for the Center as this Task Force on Excellence has recommended. However, I am also asking that this feasibility study look into the possibility of other appropriate locations on campus. One such area for example might be in Garvey Hall-South (old Building 15) which would give these activities immediate access to Deans and Directors, student data base records, and computer capabilities.

Topic Area: Other Areas #9

Topic: Secure multiple sources for funding a broad spectrum of professional development programs.

Response: As was explained in another section of this response, many efforts have been previously made at seeking federal grant assistance for professional development program implementation. While reapplication for Title III funding and/or location of monies from private sources are possibilities, the long-range solution seems to be in budgeting state funds for a limited number of quality activities and personnel over a projected period of time. This is also logical from the standpoint that all Title III funding assumes that the institution will pick up the cost of program operation once grant funding runs out. Nevertheless, the institution will redouble its efforts at seeking funds from other sources and welcomes any suggestions and assistance from the faculty and staff in this process.

The Association of Cooperating Colleges of Greater Springfield has become active in the area of professional development.

A symposium for professional development, sponsored by CCGS, was held at Western New England College last year. Some of our faculty and staff have been actively involved in preparing a similar event which will be held this year. The funding for this symposium is provided by each member college based upon a cost per participant.

Topic Area: Other Areas #10

Topic: Recognize group projects and individual employee professional development activities.

Response: Much progress has been made in this area. Recognition has been given to many employees over the past year and the President's Awards and Outstanding Achievement Awards have helped to increase morale and visibility. However, more tangible ways to

recognize such activities should be explored. It is also important to provide a variety of forums for faculty and professional staff to share their professional experiences with their colleagues. Several ideas for such ventures have been developed in the PDTF's report.

Topic Area: Other Areas #11 and 12

Topics (#11): Provide systems for all "returning" and D.C.E. students including services of tutoring, counseling, financial aid and support groups.

(#12): Continue Women's Support groups and initiate similar programs for men.

Response: Please refer to Committee on Admissions Recommendation #14.

Topic Area: Other Areas #13

Topic: Orient faculty and staff to the specific needs of returning and D.C.E. students.

Response: Please refer to responses Nos. 4,6,7,9,13,19 and 23 which are grouped together in the section entitled Committee on Academic Standards.

Topic Area: Other Areas #14

Topic: Implement academic skill assessments appropriate for returning and D.C.E. students.

Response: Please refer to responses to Nos. 2,10,12 and 22 which are grouped together in the section entitled Committee on Academic Standards.

Topic Area: Other Areas #15

Topic: Obtain profile data for the "returning" student in day school programs.

Response:

The General Studies Division is currently monitoring seventy-five students who are enrolled in two or more developmental courses. Coursework, grades and progress will be recorded resulting in a profile of these students. Past enrollments reveal that a large number of the "returning" students are in General Studies. Furthermore, the computerized enrollment audit system has been developed to provide advisors and counselors with profiles of individuals as each progresses through the curriculum. This system provides updated information at various decision points for academic counseling and planning. This data base could provide useful information for a systematic "returning" student profile.

Nelson-Denny testing is now being expanded and further implementation is urged to include all students, returning and otherwise. This data also will be useful in outlining the profile of the returning student. General Studies already collects historic, academic profile data which is subsequently computerized. This information includes entrance exam scores, high school math and science courses completed for all freshmen. Since the data is entered into the computer, a logical step would be to collate that data to elucidate common group characteristics of returning students. Such information would be helpful in defining counseling and advising needs of those students. This Freshman Profile was expanded beyond General Studies this Fall to include Business and Liberal Arts Transfer students.

Clearly, data for a "returning" student profile is presently available from college records. A system has been designed which allows the retrieval of this information (by the specifically designated person(s)) through the simple entry of the proper social security number. The information, once retrieved, can be analyzed and disseminated here on campus in a manner to allow its use as a reference for college-wide planning, as well as for use in recruiting and retention efforts.

SUMMARY STATEMENT

I want to thank the faculty, staff, and students for their outstanding work in analyzing the complex issues addressed in the Task Force on Excellence Report. As I indicated on Page 1 of this response, the Report contains 123 recommendations dealing with virtually all aspects of the College. My response has addressed these recommendations from two major perspectives: first, what we have already done relative to these items, and second, what we intend to do. A bibliography of numerous reports and documents prepared by the faculty and staff and outside consultants which deal with many issues raised in the Task Force Report appears on Page 63.

While I am delighted at the great progress the College has made in so many areas that were examined in the Report, much needs to be done. Following is a codification of actions which I have determined are necessary to continue our collaborative efforts as we work together to ensure excellence at Springfield Technical Community College.

Summary of Actions to be Initiated in Response
to the Task Force on Excellence

1. Placing in Springfield Technical Community College library of many institutional studies developed by and for the College during the last several years.
2. Formation of an "ad hoc" committee of concerned faculty members to investigate the issue of specific performance standards in developmental courses, with findings reported to the President.
3. The College will continue to seek better ways to improve advising and scheduling, and increase faculty incentive in these areas.
4. Formation of an "ad hoc" committee, representative of all academic divisions, to recommend specific policies and actions to ensure maintenance of the high quality of our academic programs and courses.
5. The Administration will work, in conjunction with the College's Professional Development program, with the faculty to plan and conduct a workshop which will explore needed developmental courses.
6. Request of funds for integration of CMI methodologies into our developmental courses and programs.
7. Establishment of a study committee to review issues of academic standards such as standards for academic progress.
8. Continuation of grant programs (subject to funding) of career awareness and strengthening of mathematics and science curricula. Initiation of grant program involving remedial education and the issue of retention. (This project will mandate the formation of a Task Force of educators at the post-secondary and public school levels.)
9. The College will continue to make available release time professional development stipends for research and development of innovative instructional methodology. Also, in-service workshops, highlighting information on instructional methodology, will be instituted over the next two years.
10. The College personnel will be evaluating the impact on STCC of such programs as Miami-Dade's RSVP program.

11. The College will study the advisability of a full developmental program for underprepared students.
12. Implementation of Admissions Office sending "rejected" applications to applicants along with any needed explanations.
13. Preparation of report by Dean of Admissions and Registrar concerning benefits of converting present paper system to microfiche.
14. The institution will emphasize the importance of advising among faculty advisors, and do more to raise the status and prestige of the advisor and the advising process itself.
15. The Academic Advising and Retention Task Force will be requested to formulate plans for either a General Workshop or Divisional Workshop Series relative to academic advising.
16. President's Award for outstanding contributions of faculty and staff will be utilized to recognize exemplary faculty advisors.
17. The Administration will pursue the establishment of a permanent Advising Center.
18. Development of second floor of Garvey Hall South into a central counseling/advising center.
19. The Administration will ensure that a General Studies Core Advisor will be available during each hour of add/drop.
20. The Administration will ensure that the Admissions Newsletter will contain topics relating to current or potential problems affecting intra-college transfer students.
21. The Administration will direct the Dean of Public Relations and Director of Student Affairs to increase publicity concerning student support groups.
22. The College will provide support services such as tutoring and counseling to Division of Continuing Education students when budget provisions allow it.
23. The Administration will ensure that viewbooks and related materials will be made available to faculty and staff for use in off-campus presentations.

24. Dean of Public Relations will periodically review viewbooks and slides to determine their quality, availability and extent of use.
25. The Administration will encourage the use of the Degree Audit system by all departments.
26. The Task Force on Advising and Retention will be asked to develop recommendations for a format which will allow for more intrusive advising during the first six weeks of a semester.
27. The Administration will support the concept of a comprehensive Learning Center.
28. The Administration will refer the issue of a course in Study Skills to the developmental education faculty for their recommendation.
29. The Administration will continue to seek state funding for an Athletic Director.
30. The Administration will strengthen the communication process among students, faculty and staff.
31. The Administration will continue to seek the optimum location on campus for the Student Activities Center.
32. The College will continue to initiate relations with as many community groups as possible.
33. The Administration will continue the practice of assigning the Division of Community Services a separate Cost Center designation.
34. The Administration encourages the creation of an advisory board for the Division of Community Service.
35. The Administration will support the expansion of community health services, and will direct that the activities of the Health and Human Services Division be publicized extensively.
36. The Administration will encourage the expansion of publicity regarding the community service efforts of the College's faculty, staff, administration and students.

37. The Executive Vice President will be directed to re-establish the College's Speakers Bureau, and to inform community agencies of our willingness to work with them.

38. The Administration will encourage and support the highest level of student participation in our radio station.

39. The Administration will pursue the following points in reference to the College's radio station:

1. Provide as much education-oriented material as possible in daily programming.
2. Encourage alternative methods of funding.
3. Re-establish the WTCC-FM Advisory Board.
4. Require a periodic review of programming.
5. Encourage faculty participation in the radio station.

40. The Administration will facilitate the procedures necessary for expansion of the Armory Square Day Care Center.

41. The Dean of Admissions, Dean of Students, Director of Counseling, Director of Library and Director of Womens' Center will be directed to meet to develop jointly sponsored and inter-related programs.

42. The Dean of Administrative Services will be directed to effect improvements relative to the surface of the Western Massachusetts parking lot on Worthington Street.

43. The Administration will pursue the implementation of effective on-campus lighting.

44. Improvement of the traffic flow near Buildings 20 and 35 will be implemented.

45. The College will continue its efforts to obtain additional off-campus parking.

46. The Administration is vigorously attempting to secure funding from the state for a parking study for our campus.

47. The Administration will continue its past practice of establishing as many DCE satellite centers as may be allowed.

48. The Dean of Continuing Education will schedule DCE course offerings over as wide a time frame as possible during each week in order to use on-campus parking spaces to the maximum.
49. The Dean of Administrative Services will study the recommendation of staffing the Security Office during day hours with a clerk.
50. Training in EMT and Spanish will be provided by the College to members of the security force.
51. The Administration will facilitate the formation of a security manual and the development of a security contingency plan.
52. The College anticipates adding staff to the security force in the near future.
53. The College will provide "security" vehicles for use on campus.
54. The Administration will encourage the enforcement of regulations pertaining to prohibition of smoking, eating and drinking in classrooms.
55. The Administration will maintain regular energy assessments of college buildings.
56. The Dean of Administrative Services will develop a program for recognition of excellence in custodial efforts.
57. The Administration will facilitate relocation of the Copy Center to its optimum location.
58. The Dean of Administrative Services will complete a college-wide study of copying needs. This study will include, but not be limited to, best location of Copy Center, and the best use of the Copy Center.
59. The Administration supports the highest quality of effort on the part of all employees, and a concurrent quality evaluation and enforcement system.
60. The College will continue to offer financial support to the Alumni Association, and will continue to seek state and/or grant funds for an Alumni Coordinator.
61. The College will encourage greater membership in the Alumni Association.

62. The College will continue to work to provide Professional Development funds and activities.

63. A Committee on Professional Development (under the aegis of the All College Council) will be established, with membership from all divisions and all staff, to work on developing strategies for implementation of professional development activities. The duties of the committee will include development of plans for a Center of Professional Development and Research.

64. The Administration will sponsor a cost analysis and feasibility study of Quarters #9 as a possible site of the proposed Center for Professional Development and Research. The study will also include investigation of other sites on campus.

65. The College will continue to seek grant funds for professional development activities.

66. The College will encourage the expanded use of Nelson-Denny testing so that eventually all students will be included.

Please note: Many actions for the future, which are part of ongoing practices, have not been cited as part of this summary but are found within the main body of the report.

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Springfield Technical Community College
Analysis of Direct Budgetary Support Services to Disadvantaged

<u>Personnel</u>	<u>Projected FY1985 Expenditures</u>		
	<u>State</u>	<u>Federal</u>	<u>Total</u>
Developmental English Instruction (Including ESL)	197,600	5,000	202,600
Developmental Mathematics Instruction	520,000	8,500	528,500
--Bilingual			
--Academic			
--Career			
Special Counseling & Advising	273,000	95,500	368,500
Tutorial Assistance Program	37,000	11,000	48,000
Other Specialized Academic Programs		26,000	26,000
--Older Workers Retail Training			
--Displaced Homemaker D.P. Training			
Specialized Outreach Programs	40,000	20,000	60,000
--Jr. High Career Awareness			
--Older Workers Project (JTPA)			
Special Cultural Activities		1,000	1,000
Handicapped Services	24,000	8,000	32,000
--Counseling			
--Van Service			
Coordination Research & Planning	<u>99,500</u>	<u>--</u>	<u>99,500</u>
--General & Developmental Studies			
--Special Student Services			
Sub Total	\$1,191,100	\$175,000	\$1,366,100
<u>Other Costs:</u>			
Special Equipment	<u>63,000</u>	<u>--</u>	<u>63,000</u>
(Hardware/Software - Dev. English - 85)			
(Dev. Math - 86)			
Sub Total Funds for Spec. Instruction & Counseling:	1,254,100	175,000	1,429,100
Financial Aid			
--Personnel Support	94,500	6,000	100,500
--Direct Aid	375,000	2,650,000	3,025,000
Total	\$1,723,600	\$2,831,000	A. 4,554,600

A. STCC Total Estimated Educational & General Expenditure (E&G)
 For all campus programs (as per HEGIS)
 (Including Financial Aid) Projected FY1985 = \$13.4 million
 AND
 STCC Total E&G expenditures for Disadvantaged Programs
 (Including Financial Aid) Projected FY1985 = \$4.5 million
 A. 4.5 million = 34% of Projected FY1985 E&G expenditures

New/Additional Disadvantaged Program Support
Requested by Proposals for FY86 over FY85
expenditure

<u>State</u>	<u>Federal</u>	<u>Total</u>
+138,000	25,000	163,000
+113,000	28,500	141,500
+165,000	135,500	300,500
+100,000	11,000	111,000
	30,000	30,000
+160,000	20,000	180,000
	1,000	1,000
+8,000	143,000	151,000
<u>+24,000</u>	<u>14,000</u>	<u>38,000</u>
+\$708,000	\$408,000	\$1,116,000
<u>+147,000</u>	<u>50,000</u>	<u>197,000</u>
+855,000	458,000	B. 1,313,000

New/Additional Funds
Recommended/Anticipated
FY1986

<u>Recommended State</u>		<u>Expected Federal</u>
By Regents	By Governor	
50,000	0	10,000
55,000	0	18,000
142,000	0	110,000
89,000	0	11,000
--	--	30,000
64,000	64,000	20,000
--	--	1,000
8,000	0	10,000
<u>19,000</u>		
428,000	64,000	210,000
<u>60,000</u>	<u>0</u>	<u>30,000</u>
C. 488,000	D. 64,000	E. 240,000

FY86 Financial aid anticipated at FY85 level

B. STCC Additional requests include all funds proposed and justified by the initial FY86 budget, a proportional request for the School/College Collaborative Program and all State and all federal grant proposals developed for FY86 funding.

C. Includes State Disadvantaged Grant

D. School/College Collaborative

E. Includes continuation funding of some existing grant programs and initiation of some new support.

